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ABSTRACT

In February 1990, the largest national sample survey of adult participation in learning ever undertaken in Great Britain was conducted. Interviews were conducted with 4,608 people aged 17 and over in England, Wales, and Scotland. The research was designed to provide comparable information to the largest previous study, which was carried out 10 years earlier. Reading slightly increased its position at the top of the list of main leisure activities. One in 10 adults was engaged in some form of current study. More men than women were engaged in current or recent study. Younger adults dominated the formal education and training system. The major factor affecting participation continued to be social class. People studied a variety of subjects, although vocationally related subjects dominated the list. More people were trying to learn about or teach themselves something informally (17 percent) than were participating in study (10 percent). Subjects of informal study included computers and foreign languages. Average time spent per week was 9.3 hours. The majority studied over a long time period. Educational institutions were the main venue for adult students. Increased interest in home-based learning was evident. There was no obvious pattern to the marked differences between Scotland, Wales, and the English regions in leisure habits. Nearly one-half wanted to learn about something they had not previously studied. Nearly two-thirds of interviewees were not studying or learning. (Appendixes include materials on the data collection methods, the survey itself, and data analysis tables.) A list of 28 references is included. (YLB)

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LEARNING & 'leisure'

A study of adult participation in learning and its policy implications

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Learning and 'leisure'

A study of
adult participation
in learning
and its policy
implications

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Project Director and Report Author

National Institute of Adult Continuing Education

About the Author

Naomi Sargant has combined a professional life as an educator and social researcher with a commitment to extending educational opportunities for adults. Starting working life as a market researcher, she became a founder-member of the Open University, running its Survey Research Department and subsequently becoming Professor of Applied Social Science Research and Pro-Vice-Chancellor, Student Affairs. In 1981, she joined Channel 4 as founding Senior Commissioning Editor for Educational Programming. She currently works as a writer and consultant in the fields of the education of adults, evaluation and the media.

This study builds on and makes comparisons with survey work and policy analysis which she carried out (under the name Naomi E. McIntosh) as a member of the Advisory Council for Adult and Continuing Education under the Chairmanship of Richard Hoggart in the early 1980s.

Naomi Sargant recently chaired the committee which produced NIACE's policy paper on continuing education, *Learning Throughout Adult Life*. She is a trustee of the National Extension College and of the Open College of the Arts.

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Introduction

Adults participate in learning in a multiplicity of ways, which are difficult to measure. At the same time educational institutions in further and higher education and in training collect statistics in very different, and often incompatible ways. For this reason secure data on how adults use education and training institutions are difficult to find, and there is less evidence still on adults' informal learning strategies. The one major recent study of adult learning in Britain was undertaken by the Advisory Council for Adult and Continuing Education in 1980, under the direction of Naomi Sargant.

The National Institute of Adult Continuing Education is delighted to publish a national survey, again conducted by Naomi Sargant, which was undertaken 10 years to the week after the ACACE survey. NIACE is able to do this because of the generosity of the Inner London Education Authority, which, with its predecessors, had a proud role as provider of unparalleled opportunities for adult learners for more than a century. The abolition of ILEA was felt by its members, by NIACE, and by many adult learners as a major threat to levels of provision for adult learners. There was a widespread belief that ILEA's support for its adult education service, and for adult participation throughout post-school education, had done much to foster a learning culture. ILEA commissioned NIACE to undertake research to map the level of participation at the end of ILEA, and to compare participation rates in London with the rest of the country, in formal and informal study, to test the question, 'Does public investment in adult learning foster a learning culture?'.

The survey, which was undertaken by the British Market Research Bureau, interviewing 4,608 adults in February, 1990, led to this report, in which Naomi Sargant has gone far beyond the call of duty, and of anything we might reasonably have expected in commissioning her. Paul Flather, former chair of further and higher education in ILEA, draws out some lessons for public debate in his foreword. NIACE believes the report poses two key challenges to government and the education policy community: to address the need to make learning opportunities available to all adults who seek them, wherever they live, and to stimulate adults in all sections of the complex communities of modern Britain to become active learners. For NIACE, the report reinforces a commitment to continuing to map participation, to improve our information on which adults participate, what they study, and for what purposes.

NIACE wishes to thank Kate Leavis of ILEA, Jenny Bond of BMRB and NIACE's long-suffering clerical and editorial staff for making the publication possible.

Alan Tuckett

Director, NIACE.

Foreword

Adult education matters, perhaps more today than ever before as people struggle to renew, refresh and update themselves to cope with the current transformation of the British economy, both in terms of job demands and working methods. The CBI and the TUC, government and opposition politicians, education and training experts and economic advisers and forecasters, all seem to agree on this, as several recent major reports testify.

Above all the adult learners themselves, the users, or 'clients' in current market-speak, recognise the importance of adult education today. I recall very well a 1987 survey in the London Borough of Wandsworth, where I live, which produced a 94% approval rating on the service. But what was staggering was that 10,000 adult learners bothered to take part in the survey at short notice just before the Christmas holidays: that's real enthusiasm for you. An Inner London survey a few years back showed too that adult learners were not just joining 'night classes for fun' as one radio interviewer rather crassly once put it to me. More than one in four were studying to improve work-related skills, and more than one in five were aiming for a specific qualification for vocational reasons. Another survey revealed that well over 13,000 of the 275,000 adult learners in London were simply studying basic literacy and numeracy skills.

Moreover I know this is no personal or isolated feeling. I still have more than 1,000, mostly handwritten, letters from users of the former ILEA adult service pleading for the service to be protected or defended because it served very often as their major life-line. The vigour with which the adult lobby sought to protect its service is testimony enough. They came in their hundreds, disabled and fit, old age pensioners, black and white, men and women to lobby their MPs: some wept openly at the likely demise of their favourite, vital class, as many MPs in Inner London who felt the heat from this lobby would admit.

It was this strong feeling that the London adult education service was no luxury, no peripheral add-on to the other so-called 'statutory' services, no second-class service done out of the liberal goodness of certain politicians' hearts, that this particular survey was born. It was instigated in the final months of the life of the Inner London Education Authority very deliberately to provide some historical benchmark of the London adult service. It was to provide a record of the myriad ways and means of informal learning that had evolved among Londoners under both the ILEA and its predecessors, the London Board and the London County Council, over the past century, at a critical point of development, the hand-over of responsibility to 13 smaller education authorities.

It was a typical and deliberate move by the ILEA to continue its long tradition of service to the national education debate, commissioning a

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survey that covered the whole of the country. The authority alone, because of its large research department, its expertise and its size, has always seen itself as the leading local authority foil to central government policy – and here again ILEA was collecting public data on behalf of the whole of the LEA community for general analysis.

But above all, as ever, the ILEA was testing itself openly and publicly. Are the widespread claims made on behalf of the London adult service really justified – does the service in fact deliver? In short, as far as the ILEA was concerned, the question was whether the authority's high profile, internationally recognised and very deliberate policy of support for adult education – the jewel in its crown – had in a sense left a more significant 'learning legacy' in London than in other regions of the country.

In fact, three specific hypotheses were set out: (1) Did the ILEA succeed in nurturing a wider 'learning society' in London by consistently spending above average on adult education, and by keeping fees at the point of entry consistently low? (2) Did the ILEA succeed any better in meeting the needs of its specially targeted groups, the ethnic minorities, low income earners and the disabled? (3) How does adult education feature in competition with the nation's general leisure and participatory pursuits? Thus the survey was always going to be much more than a self-imposed test for ILEA and a record of the service: it aimed to produce data which would be of use to adult education planners across the country and across the service. As the report demonstrates, this aim has been more than met.

The survey was set up under the auspices of NIACE and carried out by the British Market Research Bureau at great speed and under the diligent leadership of Naomi Sargant. Moreover, it was designed to allow meaningful comparisons with the last similar survey of the adult service carried out exactly 10 years earlier, in 1980, under the same research director. Thus a statistically significant measure of 'change' in the service during the 1980s was made possible. The hypotheses were investigated by surveying over 4,000 adults in England, Wales and Scotland. Thus the data collected can be analysed comparatively both by region and across the past decade.

The interim results were rushed out before the end of March 1990, so that the ILEA could receive some answers about the success or otherwise of its own policies, before the end of the Authority on April Fool's Day, 1990. To some significant extent, it was gratifying to discover from the survey findings that more adults – almost one in five – in Inner London are involved in informal learning than in almost all other regions. Even more important was the discovery that more adults from the two lowest income earning groups – the D and E socio-economic levels – which were specifically targeted by the ILEA, were more involved in learning than their equivalents living in other regions. More women, another target group, participated in London than elsewhere, although for blacks and ethnic minority groups, another target group, the figures for Inner London were very much in line with the national profile.

But significantly, among the skilled groups – the important C2 socio-

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economic level – there was less informal learning in London than among their counterparts in other regions. No clear explanation emerges for this interesting puzzle. Many simplistic explanations spring to mind: could such workers be spending their 'learning time' travelling to and from work in London? Could they be too tired to learn, working under greater stress in the capital? Could they simply be working harder, with less time off, in a more competitive labour market? Or could they simply be taking advantage of alternative leisure or social options available in the capital?

Overall, though, this survey does so much more than simply expose the London picture. It provides a major analysis of the nation's preferred social and leisure activities – inevitably excluding television, which, one way or another, seems to so dominate the British citizen's leisure time. Thus, it really is so reassuring to learn from the survey, that despite the growth of electronic and other media over the past 10 years, reading as a pursuit remains, officially, so high – and higher still in London – in the nation's Leisure League Table. (What people are actually reading is altogether another matter – or at least the work of another survey!)

Other findings include the fact that across all social classes, more people want to learn, with participation levels about the same as 10 years ago. There is, however, a decline in 'social pursuits', even sport and DIY. This, however, may be due more to a change in conceptual interpretations of what now counts as 'leisure' as opposed to 'learning', with people probably participating in more individualised activities since 1980.

One of the more remarkable overall findings of this new survey, confirming the view that adult education matters today, is that 26% of the British population is engaged in some form of recognised or organised personal study, and this figure rises to 36% if individual informal learning is taken into account.

Several of the findings do impinge directly on current educational debates, for example over vouchers, training credits, entitlement schemes, modes of delivery and institutional arrangements – all of which will greatly effect the future well-being of adult education in Britain. Many young people – about one in four – still need access to basic numeracy and literacy classes of the kind available within the adult service, while more than one in five adults would take up any entitlement to study that was offered to them. Thus, the demand for an increase in the number of adult classes available, not to mention informal learning arrangements, is increasing all the time. Apart from any important statistical findings, this illustration of huge unmet demand is yet another timely reminder of the importance of the adult service.

The plain fact is that everybody is engaged in learning – and all the time. Education for Life is not some empty slogan – for most of us it is a reality. Most of us continue to learn throughout life, simply organising our own learning patterns once we leave school. Sometimes we take formal training classes, use distance learning methods, or simply read and discuss. Adult classes allow us to bolster our informal

learning with some organised classes. As the economy is re-structured, as the national skills gap widens, as the modes and methods of work are refashioned, as Britain faces up to the challenge of the Single European Market, it becomes all the more important to us individually and as a nation that the opportunities for such informal and continuous learning are expanded, or at the very least protected.

Yet, at the time of writing, the adult education service is being scythed to pieces, one could say both financially and administratively. Adult education, most especially in London, is currently facing catastrophic cuts. A recent survey, quoted in *The Independent*, revealed that all Inner London boroughs are set to cut their adult education services: between a quarter and one-fifth of the service could disappear, with the cuts set to range from 15 up to 100%. The national picture is also pretty gloomy. A recent survey by NIACE revealed that one-third of local authorities are to cut adult classes. All in all, more than half a million adult places are set to disappear, along with thousands of teaching jobs.

This wholesale and uncontrolled cutting of adult education, at this point of historical transition, is surely politically and socially dangerously short-sighted. As I have pointed out before, if ministers have not noticed, then they are guilty of neglect and ignorance; if they have, they are guilty of wanton destruction. In London, which is where we started with this survey, today without the protective arm of ILEA, these cuts look likely to be all the worse. It is no pleasure to know that one was right. To be frank, we knew the jewel would be tarnished, we could never guess it would come so quickly.

Paul Flather

Paul Flather is a former Chair of the ILEA's Further and Higher Education Sub-Committee. He is currently chairing an ad hoc group on public advocacy for NIACE. He has just been appointed Chief Executive of the Central European University based in Prague and Budapest.

Learning and 'leisure': Main findings and policy implications

1. Introduction

1.1 *Learning and 'leisure'* reports on the largest national sample survey of the adult population's participation in learning undertaken in modern Britain. Commissioned by the National Institute of Adult Continuing Education (NIACE), the field-work and analysis were carried out by the British Market Research Bureau (BMRB) with the assistance of major funding from the Inner London Education Authority (ILEA). In February 1990, 4,608 people aged 17 and over were interviewed in England, Wales and Scotland.

1.2 Designed to provide comparable information to the largest previous study *Adults: their educational experience and needs* (ACACE, 1982a), it provides a unique opportunity to look at changes in adult learning over the past 10 years, a time when the provision of education for adult learners has been under increasing pressure financially, though our understanding of the variety and quantity of their needs has increased.

2. Current participation

2.1 One in 10 adults are engaged in some form of current study. A further 16% have been studying within the past three years. Therefore one-quarter of all adults are current or recent students.

2.2 On top of this, another 10% are trying to learn or teach themselves about something informally – at home, at work or elsewhere. So, over one-third (36%) of the adult population are or have been studying or learning informally in the past three years.

2.3 Three per cent of the sample interviewed were still at school or in some form of full-time post-school education.

2.4 More men than women were engaged in current or recent study – 31% of men compared with 27% of women.

2.5 While the overall proportion studying now or recently has increased by 7% since 1980, the proportion of men studying has increased more than that of women (by 9% compared with 4%).

2.6 These sex differences in participation are similar to those quoted in the recent *Training in Britain* survey, which also shows a higher proportion of men receiving vocational education and training in the last three years.

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2.7 Though the participation of women in post-school education has increased over the last decade, particularly in degree courses in universities and polytechnics, they are still in a significant minority in much education and training provision.

2.8 Other research (Woodley *et al.*, 1987) shows that men predominate in the *qualifying* sector in polytechnics, specialist colleges and in university postgraduate courses. Women form the majority in art colleges and in colleges of further and higher education.

2.9 In the *non-qualifying sector*, the proportion of women is very high: almost eight out of 10 in LEA classes and in the sector as a whole. Even in the non-LEA classes there are virtually two women to every one man. 'LEA classes attract a larger proportion of women than men in their thirties' (ibid.). They are particularly important for younger married women, who are at home caring for children and have few other learning options.

2.10 The proposals of the June 1991 White Paper *Education and training for the 21st century* to separate further education from local authority provision and only to provide financial support for specified areas of mainly vocational and qualifying provision is likely to seriously damage opportunities for women, many of whom use such opportunities as a way of keeping in touch, returning to learning and thence to paid employment as their children grow older.

2.11 Younger adults clearly dominate the formal system, both in education and training. One-half of 20–24-year-olds have studied in the past three years, as have one-third of 25–34-year-olds and 33–44-year-olds. Over 45, the proportion drops to one-quarter.

2.12 The White Paper again focuses on the young, even though with the decline in the birthrate it is generally agreed that more older people, particularly women, will be required to rejoin or stay longer in the workforce over the coming decades. It is necessary to change government's, society's and employers' priorities, and with this the allocation of resources, for social and economic reasons.

2.13 There are significant disparities in participation in different regions of the country. However, there is not enough national information systematically gathered to know how this relates to supply.

2.14 The major factor affecting participation continues to be social class. The upper and middle classes stay at school longer, go on to post-school education at a higher rate and are then much more likely to return to continue their education as adults than the working classes.

2.15 The proportions of people studying now/recently are 42% of ABs (upper and upper-middle classes), 37% of C1s (lower-middle class), 29% of C2s (skilled working class) and 17% of DEs (unskilled working class). Two and a half times as many ABs are

or have been studying in the past three years as DEs, and over twice as many C1s as DEs.

2.16 In Inner London participation is higher among unskilled manual workers, but lower among skilled manual workers. This appears to tie in with the fact that less training is provided by employers in London.

2.17 Participation is higher in Inner London than in the country as a whole, and particularly among women, who have been able to take advantage of its strong adult education service, which has targeted women as well as ethnic minorities.

2.18 An increasing number of women are now working part-time and 85% of part-time workers are women. Women, as the Employment White Paper made clear, are to be a major source of recruits for new jobs. However, training opportunities are more widely available to full-time than to part-time workers, thus again disadvantaging women.

2.19 Women, often coping with a double agenda of paid work and family management, are particularly dependent on local, part-time learning opportunities and have traditionally been the greatest users of adult education, often as a means of re-entry to vocational opportunities. Cuts in the provision of adult education are likely to hit married women most, and be short-sighted in the long run. Married women who are not working are not well-placed to pay additional fees.

2.20 Participation among ethnic groups, though the sample sizes are small, is higher than for the white population and runs at the level of the white upper and middle class, though there are differences between ethnic groups.

3. The use of leisure

3.1 Leisure is 'the opportunity afforded by freedom from occupation' (Oxford English Dictionary). It is the time in which the vast majority of adults choose to undertake the greater part of their active learning. For some people the boundaries between leisure and learning are virtually invisible. Frequently leisure activities provide a bridge into active learning.

3.2 Despite fears about the takeover of television, reading has maintained and slightly increased its position at the top of the list of main leisure activities over the last 10 years (51%). However, more women than men read (61% compared with 40%). Men spend more time on social activities (50%) and sports (49%) compared with women (43% and 32%). Gardening figures high among both men and women, but women spend more time on handicrafts. Associated leisure and cultural activities (theatre, concerts, etc.) have in the main remained stable, though the proportion of people using public libraries has dropped by 4%, particularly among women (by 6%).

4. Subjects of study

4.1 People study an incredible variety of subjects, many of them clearly vocational and others of general interest. The difference between adult learners and school-children is that adult learners are choosing what they wish to learn, and usually giving up their leisure time willingly to learn it. The judgement as to whether a subject is vocational is made by the learners, who know what they want to learn and why they want to learn it. Examples of this are two of the most popular subjects: foreign languages and computer studies.

4.2 Vocationally-related subjects do in fact dominate the list: vocational qualifications (9%), foreign languages (9%), computer studies (8%), engineering and electronics (7%), shorthand and typing (6%), business administration and management (6%). Engineering, though, has halved its numbers since 1980, as has science (3%).

4.3 Subjects which have increased in popularity since 1980 tend to be in the harder, more vocational areas, which are also traditionally male ones and the ones that government policies have mainly supported in the last few years.

4.4 Subject areas which have decreased include the arts and social sciences, academic and domestic subjects and some vocational areas which are traditionally occupied by women.

4.5 Sports and physical activities have also dropped dramatically, but only in the sense of being thought of as subjects of study. As leisure activities they are more popular, reflecting both the increase in interest and the increase in provision through leisure centres rather than through adult education.

4.6 Recent emphasis on vocational training tends to disadvantage women who are not working, whether they are young mothers or older or retired women.

4.7 There are clear differences in subjects of study between working women and non-working women. Working women are studying **shorthand/typing and office skills** (16%), **computer studies** (9%), **other vocational qualifications** (9%), **business administration/ management** (8%), **social work** (6%). Women not working or working part-time are studying **languages** (18%), **shorthand/typing** (9%), **English language/literature** (7%), **social work** (6%), **handicrafts** (6%), **cookery** (6%), **arts and cultural subjects** (6%).

4.8 Men who are not working or are retired study across the conventional divide – 14% are studying **foreign languages**, 12% **engineering**, 12% **computer studies** and 12% **the arts and cultural subjects**.

4.9 In terms of social class, the lower-middle class (C1s) are particularly motivated to pursue vocational studies/qualifications, as is

the group (some of whom are the same people) who left school at 16 or 17.

4.10 Languages are more attractive to the upper and middle classes, as are arts and cultural subjects. The caring areas show a flat class profile, while home skills, both male and female, are of more appeal to the working class.

5. Informal learning

5.1 One in six people are trying to learn about or teach themselves something informally – at home, at work, or elsewhere. This comprises one in 10 who are **only** learning informally and one in 14 who are both learning informally **and** studying.

5.2 Informal learning therefore adds 10% to the pool of participants and doubles the number of people currently engaged in some form of study or learning.

5.3 There are more formal learners among men than among women, among the young (20–24-year-olds) and among the middle and upper classes.

5.4 Inner London has a higher proportion of informal learners, with nearly one-third of its upper class learning informally. The unskilled working-class in London learns informally at a higher rate than the skilled working class.

5.5 We do not know whether informal learning is a preferred choice for many learners or whether they choose it for some subject areas rather than others. The fact that the majority of informal learners are **not** also learning formally would seem to indicate a conscious preference.

5.6 The difference in rates of informal learning between regions are too big to be due to chance, but do not relate to any obvious external factors.

5.7 Many of the subjects of informal learning are instrumental in their use and may well relate to vocational purposes, as well as assisting in personal development and life enhancement.

5.8 Learning about computers is the most-often mentioned subject, by one in five of all informal learners and by one-quarter of women in Inner London. Foreign languages are also mentioned by a higher proportion of informal learners than formal students and the figures for Inner London rise to one in five both of men and of women. Other areas where informal learning is important are more predictable: handicrafts, learning a musical instrument and cookery.

5.9 Some subjects such as handicrafts and sports, which featured strongly as subjects of formal study 10 years ago, now feature more as subjects of informal learning or even as leisure activities.

5.10 It would appear that people are redefining some activities as leisure rather than as learning. In other instances, it is not clear whether the repositioning as informal learning is due negatively to a decrease in formal provision or whether it is due positively to an increase in the possibilities of alternative methods of learning and choice of delivery systems.

5.11 There are now more people learning about computers and nearly as many learning foreign languages informally as there are through organised study!

6. Time spent on study and learning

6.1 The time commitment to study and learning is significant, and for most people is a commitment made at the cost of their leisure. Average time spent per week is 9.3 hours, with men spending 10.1 hours and women spending 8.4 hours. The figures for Inner London are slightly higher, with an overall average of 10.9 hours, men spending 12.4 hours and women 9.4 hours.

6.2 The distributions are bi-modal, and a lot of people, particularly women, are studying at what would be a typical rate for someone attending an adult education class for an afternoon or evening a week.

6.3 The lower-middle class (C1s) spend two hours more a week on study than the other social classes.

6.4 People who are both studying and learning informally spend on average a little longer, 9.7 hours a week, but even those learning informally spend on average 7.7 hours.

6.5 The majority of people are studying over a long time period, more than 50% are studying for over six months. More women than men are studying for shorter time periods.

6.6 While older people commit fewer hours a week to study or learning, they make up for this in the length of the period over which they are studying. Clearly they are no longer in hurry!

7. Where do people study?

7.1 Educational institutions, whether universities, polytechnics, colleges or adult centres are still the main venue for adult students: four out of 10 name them as their place of study.

7.2 Over the last 10 years, the development of open and distance learning has broken down some part of the traditional monopoly delivery of conventional educational institutions. People now have more choice about where they wish to study. The vast majority of adult studying and learning is part-time and has to be fitted into people's lives and around their work and family obligations.

7.3 There is clearly increased interest and willingness to engage in home-based learning, as *Training in Britain* also discovered, and

the figures for home-based study are effectively as high as those for institution-based learning:

- 26% are learning at home from a book
- 11% are learning at home from a prepared course
- 2% are learning at home from TV.

7.4 The increase in the use of open learning for training in industry is motivated not just by the economy and effectiveness of its delivery, but by the flexibility it provides to learners and employers.

7.5 This flexibility helps explain why the demand for the Open University continues to increase, even though it is a difficult and demanding way to study compared with conventional provision.

7.6 Fifteen per cent are studying at work, and 7% at training centres. This compares with 19% learning at work and 2% in government training in 1980, a changed relationship between training in employment and unemployment, presumably.

7.7 More men than women have been learning at work, while more women than men go to educational institutions. Institution-based study is clearly biased to the young, learning at work has a flat age profile, learning from a prepared course peaks with the 25–34 age-group and learning from books increases with age.

7.8 The reasons that cause many adult learners to prefer to study part-time are not going to go away: availability of time, money and the existence of work and family pressures. What is serious is the failure of policy makers to get to grips with providing a proper framework for support for the financing and organisation of part-time post-school learning, clearly the preferred, if not the only available, mode of study for the majority of adults.

7.9 Initial legislation for student loans limited their availability to full-time students and therefore effectively to the young. The existing Funding Councils have still not achieved adequate funding formulae arrangements to cope properly with part-time provision nor has the country found equitable ways to support adult learners at whatever level they wish to study. Both of these are policy priorities that NIACE continues to argue for.

7.10 It is this failure of policy which makes home-based study, often using open or distance learning methods, a more accessible and realistic option for many adults, even though it may not always be the most desirable educational option.

7.11 The distinction between full and part-time students is in itself becoming more arbitrary and less clear. As increasing numbers of institutions adopt modular structures and credits are accumulated and transferred at further as well as at higher education levels, students can take on any work-load and its associated credit-rating as they wish.

7.12 A break-through in policy towards part-timers has, ironically, been made with the pilot programme for training credits, though these are limited to a narrow age-band. Now the precedent has been set, it opens the possibility of extending credits to education as well as training, and to older age-groups, not just school-leavers. ACACE was, after all, arguing for similar educational entitlements over 10 years ago, both for 16-year-olds and, as continuing education entitlements, for adults.

7.13 It is clear that study and learning take place in a wide variety of places and are certainly no longer the monopoly of conventional institutions. As post-school opportunities open up to wider age-groups exercising their own choice as adults, the role of the conventional institution as the main deliverer may decrease even further and new patterns in which employers and a variety of institutions make even more varied provision suited to the convenience of learners of all ages may emerge.

8. Who provides classes for adults locally?

8.1 Six out of 10 people claim to know who provides classes for adults locally. One-quarter name further education or technical colleges as providers, followed by 15% mentioning adult education centres or evening institutes, 10% the local school and 9% the LEA or local council.

8.2 The main difference over the decade is the increase in awareness of the **local college** as a provider for adults. This is in part due to the increased interest in pursuing vocational courses, and is also likely to reflect the opening up of further education to the whole adult age-range.

8.3 This knowledge is not, however, uniform. In the North-West region, mentions of the local college are high, at 35%, followed by the North and Scotland at 32%. In other areas, such as East Anglia, the South-East and Greater London, people are more aware of Adult Education Institute provision.

8.4 Inner London is clearly known for its provision of evening institutes and adult education centres, particularly among women. Knowledge of providers of classes is 10% higher among women in Inner London than among men, and one-quarter of women in Inner London know that such institutes and centres are providers.

8.5 Twenty-seven per cent claim to have ever attended their local classes, and claimed participation among women is higher (30%) than it is for men (23%). It is also high for 35–44-year-olds. The figure is most affected by social class and terminal age of education. Any cut in local provision is likely to affect women more, since their use of local classes is higher and they have fewer alternative options than men.

8.6 The level of awareness of the organisers of classes locally is clearly lower among ethnic groups. However, a higher proportion relative to those who know about them have **ever attended the**

classes. This points clearly to the value of a targeted informational campaign locally tailored to the needs and interests of these groups.

8.7 There has been over the last 10 years an overall increase in knowledge of the organisers of local classes for adults and this increase has reduced the differences in awareness between the regions of the country. There is no clear relationship between knowledge of arrangers of classes and participation in them, though clearly knowledge is an essential prerequisite of participation.

9. Patterns of leisure and learning in Scotland, Wales and the English regions

9.1 There are marked differences between Scotland, Wales and the English regions in leisure habits, cultural activities and religious attendance, and awareness of and participation in learning and study. There is no obvious pattern to these differences, and there is a paucity of information available nationally about provision and expenditure which would enable proper regional comparisons to be made.

9.2 The range of variation between regions is much less in relation to cultural activities, etc. than it is in relation to educational activities.

9.3 It is difficult to draw clear pictures of all the regions from the mix of information. Some areas emerge positively, such as the South-West and East Anglia, and some emerge negatively, although usually not in all respects. Scotland and Wales are such examples. Some clearly do present a mixed profile, such as Greater London, or indeed no clear profile at all.

9.4 What is curious about Scotland is that while there is a reasonable knowledge of providers, and people are not negatively against learning in the future, they appear to have little positive desire to learn even though they are clearly aware that the opportunities are available.

9.5 The West Midlands has the highest participation rate and also the highest proportion who do not want to learn anything new! The North-West has the highest proportion aware of further education colleges as providers and the highest proportion studying at an educational institution. It also has a high level of reading.

9.6 The South-West has a high level of reading and the highest expressed desire to learn in the future. Wales also expresses a high desire to learn. East Anglia has the highest awareness of use of local adult education centres, the highest regular use of libraries, the highest number only learning informally (at home, from a book) and the highest number learning at work.

9.7 While differences in provision and participation between regions will to some extent have developed in relation to local circum-

stances and needs, the degree of difference does raise the question whether access to continuing opportunities for education and training for adults are being made available on an equitable and accessible basis over the country. Much provision is nationally funded, or relates to national and not just local and personal needs and should be accessible equitably across the country. Parent and health education, training for school governors, computer studies are all examples. So are courses for women to return to learn, or to take up engineering; so are courses for pensioners to prolong their active citizenship.

10. Subjects people would like to learn about

10.1 Nearly one-half (47%) say that they would like to learn about something that they have not previously studied. This figure is substantially lower than 10 years ago. Foreign languages is the subject area mentioned most, at the same level as 10 years ago. The subjects that have remained stable or increased over the last 10 years are mainly vocational, for example computer studies and work-related subjects. The decreases are much more marked in leisure and other non-vocational subjects.

10.2 It is possible that some people are redefining 'leisure' to include some activities they would previously have thought of as 'learning', as indeed the government is suggesting in the White Paper on *Education and training for the 21st century*. It is also possible that they are excluding some domestic functions such as DIY which are now necessary activities rather than pleasurable leisure.

10.3 People as learners do not easily differentiate between what is vocational and what is non-vocational. These are terms used by politicians, funders and some providers. The breadth of people's interests is clear and it cuts across such boundaries.

10.4 The desire to learn something new tends to take a broader form as people get older and to be less narrowly confined to short-term vocational concerns. There is a clear need for a generous range of provision to be maintained, without unreasonable financial barriers, as the social and demographic trends of increased early retirement, unemployment and active old age are likely to increase need and demand.

11. Identifying and encouraging demand

11.1 Those who are already better educated are more able to articulate future demands and interests. It is unlikely that those people whose educational needs are at the level of basic skills will be prepared or be able to articulate those demands in a survey of this kind, which is therefore bound to underestimate such needs. It is necessary to add that the Adult Literacy and Basic Skills Unit's (ALBSU) current estimate is that 13% of adults have difficulty in using the basic skills of reading, writing and basic numeracy.

11.2 Those with less confidence and less money will be helped in

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articulating their demands through such industry-based schemes as Ford's Employee Development and Assistance Programme, or, for people currently without an employer base, a more wide-ranging entitlement scheme.

11.3 Current available entitlements still mainly benefit the young and full-time students. Entitlements for adults to continue their education or training would benefit the learner, their families, employers and society. For many, they would also provide some recompense or acknowledgement of the inadequate schooling that so many working-class and older people received. The young, after all, form only a very small proportion of the labour force at any one time.

11.4 Removing the main barrier – finance – clearly unlocks immediately a wave of pent-up demand. Priority must be given to some form of financial entitlement, not just for programmes categorised as training or for NVQs, but for education as well. Similarly, income tax concessions should not be limited to NVQs. The White Paper's attempt to delimit some areas of education as acceptable and fundable and the rest as being 'for leisure' ignores the way in which adult learners' needs change, inter-relate and develop. For the learner, the distinction is not a meaningful one.

12. Non-participation

12.1 Educators continue to be concerned and challenged by those people who do not participate and do not appear to wish to participate in adult learning. Those with minimum initial education, manual workers and the elderly are consistently under-represented in education as adults.

12.2 Nearly two-thirds (64%) of people interviewed were not studying now or recently or not learning now, 62% of men and 66% of women. More than half of them (58%) did not want to learn about anything new, ranging from 47% of 17–24-year-olds to 85% of people aged 65 and over.

12.3 On the more positive side, four out of 10 (42%) who are not currently or recently studying or learning do want to learn about something new. More women than men want to learn about something new, 44% compared with 40%. Interestingly, the age profile for people wanting to learn is quite flat, with between 42% and 49% in all age-groups except the over-65s, who drop to 32%. The social class with the highest desire to learn is the lower-middle class (47%). Of the group of current non-participants who would like to learn, a higher proportion are women (56%) than among current participants (49%).

12.4 Non-participants have much the same pattern of leisure interests as participants, but at a lower level of activity. The only exception to this is gardening, which reflects the older age-range. Those who would like to learn in the future are already more active in their leisure than those who would not.

12.5 Reading is still the dominant leisure activity, increasing rather than diminishing over the decade, despite people's fear that television would cause reading to decline. Reading is also the activity with the clearest correlation with existing participation and future interest in learning. People engaged in informal learning record the highest proportion of reading as a main leisure activity.

12.6 Non-participants who would like to learn are interested in studying much the same pattern of subjects as current participants. The only subject area mentioned less is foreign languages: even so it remains the highest mentioned. The subjects which receive slightly higher mentions among non-participants and among non-formal learners are of two kinds. They include the lower-level, non-advanced classes frequently (and wrongly) dismissed as 'just flower-arranging' and also the more instrumental and vocational subjects. It is wrong to dismiss the former, not only because they are a creative and life-enhancing use of leisure, but also because they can be the entry point for many learners into a wide variety of other subject areas and levels of study.

12.7 There are no subject areas which appear to be outside the interests of current non-participants. The breadth and variety of subjects demanded continues to present a challenge to providers. Clearly potential learners do not distinguish in their own minds between work-related and non-work-related provision. As adults, they want to learn what they want to learn. Sometimes their learning about work-related subjects is to help them change jobs and get away from their existing employer.

13. Further areas of work

13.1 The study shows up some major gaps in information and planning which should be addressed.

(i) It is necessary to better collect and co-ordinate national statistical information concerning both education and training for adults and relate this to provision locally.

(ii) There is an urgent need for a more substantial sample survey focused specifically on ethnic and linguistic minority participation and needs.

(iii) Similarly a substantial study is needed to map the range of 'special needs' which may inhibit adult learning.

(iv) Development work is needed on financing structures for part-time study, including some form of entitlement or education/training credits for adults.

(v) The role of informal learning and its relationship to learning through formal provision requires further understanding.

14. Conclusion

14.1 It will be a step backwards if the current need to assess and measure economic benefit imposes artificial definitions of what is educationally, socially and culturally valuable, even if it is more difficult to define these qualities.

14.2 If these artificial definitions laid down centrally control what should be provided locally and within which particular structures, it is likely that the broad-based and open-ended needs of adults for learning will go on not being met.

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1

Learning and 'leisure': An introduction to the study

Much more is understood now than 20 years ago about what adults are interested in learning, how they choose to learn and for what reasons. We are indebted to the work of a number of key researchers for these understandings, which make it clear that adult learning is not confined within conventional institutions or conveyed only by qualified teachers. Much learning is self-planned and quite deliberate. It may be, as Tough in *The adult's learning projects* (1971) indicates, 'initiated for highly practical reasons', and at the same time be motivated by 'curiosity, interest and enjoyment.' Tough suggests that almost everyone undertakes at least one or two major learning efforts a year, and some individuals undertake as many as 15 or 20. He goes on to suggest that about 70% of all learning projects are planned by learners themselves, seeking help and subject matter from a variety of acquaintances, experts and published resources. The other 30% rely on a group or instructor, on private lessons or on some non-human resource. The learning that goes on in public places, whether it is described as education or training or community development, is only the tip of the iceberg.

To attempt to map all such learning is, by definition, a daunting if not impossible task. Some obvious and orthodox research techniques are denied us – observation, for example. Neither can we rely on information collected through institutions, since non-conventional participants will not go near their doors. Even an obvious source, advice and guidance agencies, will not necessarily provide an adequate picture since many people will not articulate their full range of interests to a mediator whom they may well view as relating only to the more formal side of the system. The main option that remains, though an expensive one, is to survey a sample of the adult population as a whole, not just existing learners, as was done very helpfully in *Choosing to learn* (Woodley *et al.*, 1987).

The fieldwork for the last major national population study covering England and Wales took place in the winter of 1980. The report, funded by the Department of Education and Science (DES) and carried out by the Advisory Council for Adult and Continuing Education (ACACE), appeared as *Adults: their educational experience and needs* (ACACE, 1982a) and was designed to be a companion volume to *Continuing education: from policies to practice* (ACACE, 1982b). The DES and ACACE had always hoped that it would be possible to use the 1980 survey as a bench-mark against which to measure future change, but this hope has not been realised until now.

What has made this present study possible has been the imagination and generosity of the Inner London Education Authority (ILEA), which, as one of its final acts, was interested in recording for its successor authorities the nature and level of participation in learning among adults. Adult education has been aptly described as the 'Jewel in the Crown' of the ILEA's service (Tuckett, 1988), and it is important to document the high standards of service and participation that have been achieved in order that successor authorities may live up to or, indeed, surpass that provision.

The study reported here set out to 'consider what impact the high level of public investment in adult learning in London had on adults' private learning projects'. Behind this lies the suggestion, already remarked upon by writers and researchers such as Tough, Brookfield and others, that there is a far greater scale of autonomous adult learning than of publicly provided teaching. On the assumption that the ILEA had a higher level of public investment in adult learning, and hence a higher level of provision, did this contribute to the creation of what might be called 'a learning society' in London or do Londoners engage in the same sort of levels of formal and non-formal learning as elsewhere in the country, where the levels of provision are lower? In this latter sense, it could simply be argued that the ILEA has merely 'better met the fairly finite learning aspirations of its citizens'.

It is clear that this hypothesis cannot properly be considered without attempting to make comparisons between Inner London and some other parts of the United Kingdom. Additionally, since it is desirable not just to consider the population as a whole, but to be able to make comparisons between different demographic groupings, it is necessary to be able to work with a reasonable size of sample. Even the large sample interviewed in 1980, generating around 2,500 interviews, did not permit reliable regional analysis.

The optimum research strategy had to take the following factors into consideration:

- it was necessary to use personal interviews
- it was necessary to have adequate size samples, particularly in Inner London
- it was highly desirable to attempt a comparison with the 1980 survey
- it was necessary to work within the constraints of budget availability, and the life of the ILEA.

It was clearly impossible to replicate the 1980 *ad hoc* study, with its 20 pages of questions, and at the same time boost the Inner London interviews to an adequate sample size to look at sex, social class, educational disadvantage and ethnicity. The compromise decision arrived at was:

- to use personal interviews
- to obtain adequate sample sizes by repeating the questions for a number of weeks on one of the major omnibus surveys
- to boost the number of interviews in the Inner London area
- to select a number of key questions from the 1980 questionnaire to be repeated in the same format or in as near a comparable form as possible

- to add specific questions about informal learning, where and how learning takes place and about knowledge and use of local provision.

No research strategy is ever perfect, and time was not on anybody's side, either to match the season of fieldwork of a decade earlier or to provide the ILEA with an early report of reactions to its provision in time for it to be useful in the run-up to the date of closure. Colleagues at NIACE, members of staff at the ILEA and researchers at the British Market Research Bureau (BMRB) are all to be warmly thanked for their efforts in making this work possible. It is to be hoped that the knowledge so gained will, in turn, be used to help more adults to be able to learn.

The detailed hypothesis is that the ILEA has maintained a higher level of provision of adult education over many years than much of the rest of the country, that this provision will have nurtured a learning society to a greater extent than elsewhere and that not only will take-up of public provision be higher in Inner London, but the number of adults' individual private learning projects may also be higher.

The larger research goal is to identify any major changes in the use of leisure and in participation in adult learning in whatever form over the past decade. Several issues are inter-related:

- what is the level of adult learning of any sort in Inner London and elsewhere?
- what part of that learning is private, individual learning and what part is through public formal provision?
- is the level of private/public learning higher among some classes or categories of people than others, or for some areas of learning, or some regions?
- are there changes in the use of leisure which favour or disfavour adult learning?
- are there identifiable changes in areas of demand either for subjects or for methods of study, which could be catered for through public or private provision, but do not appear to be at the moment?
- are there ways in which further adult learning of any nature can be encouraged?

Two areas of particular interest to NIACE are the provision and take-up of adult learning opportunities by ethnic minority groups and by people with learning difficulties. Both of these groups pose particular problems for survey researchers, not just in locating them as individuals but also communicating with them.

It is well known that certain ethnic groups tend to be clustered in particular towns or geographical areas, e.g. the Greek and Turkish Cypriots in North London and Pakistanis in Bradford. Other people, such as the Chinese, are scattered more widely across the country. The 1981 census did not attempt to map the location or incidence of ethnic minorities and research companies do not attempt to ask such questions in their normal survey work.

On top of this, while some ethnic groups are English-speaking, many others are not, and the task of identifying people and then matching

them to an interviewer able to speak their own language would be an impossible one for all practical and financial purposes. A specific attempt to locate a sample of adults who speak a different mother tongue, commissioned by the Adult Literacy and Basic Skills Unit (ALBSU, 1989) and covering 100 sampling points where concentrations of linguistic minorities were known to live, interviewed 1,000 adults who spoke a total of 51 different mother tongues. Of those interviewed, 26% said they could understand English only a little or not at all; 36% said they could read English only a little or not at all; and 40% said they could write English only a little or not at all. While some members of families, particularly the younger generation, may assist in interpreting there are also other cultural barriers to communication, particularly with women.

The resources available to NIACE were not sufficient to try to locate a booster-sample of ethnic minorities all over the country, even if this had been an easier proposition than it clearly is. As noted earlier, the compromise which was finally decided upon, since Inner London was a major focus of interest and has a far higher concentration of ethnic minority groups than most of the rest of the country, was to boost the Inner London sample, and thereby also gain additional ethnic minority respondents. In the event, this strategy was only partially successful. The number of interviews achieved in Inner London was lower than had been hoped for, and it is clear that interviewers did find difficulty in achieving the necessary interviews, though it is not possible to quantify this. The overall proportion of ethnic minorities within the national sample is lower, by 1%, than the most recent estimate prepared by the Office of Population Censuses and Surveys (OPCS, 1988). This provides an average estimate from 1984 to 1986 showing ethnic minorities as 4.5% of the population, whites as 94.2% and the balance as 'not known'. The NIACE survey records 95.7% as whites, 3.3% as ethnic minorities and 1.0% as 'not known'. In Inner London, whites reduce to 77.8% of the population, with 6.7% black Caribbean, 4.0% other black, 5.3% from the Indian sub-continent, 4.7% others and 1.8% 'not known'. However, the sample sizes are not large enough for much detailed analysis and serve mainly to whet the appetite for a more specifically focused sample survey to be carried out as soon as possible. It is encouraging that the 1991 census carried a self- completion question on ethnicity, and since the wording of the draft question had been piloted by the Census Office, BMRB agreed, unusually, to ask their interviewers to utilise it on our behalf. They reported no problems from interviewers in using it in the course of the interview. Only 1% of the sample, being shown a self-choice list on a card, refused or were recorded as 'don't know' by the interviewer. The problems clearly arise in locating the respondents and obtaining the agreement to be interviewed in the first place.

Handicap and disabilities of various sorts provide similar difficulties for interviewers, and it is interesting that BMRB did not have a standard question to ascertain the incidence of disability, nor were they comfortable about constructing one. It is, of course, an extremely difficult and tendentious area and the compromise settled on here was to adopt a similar self-identification strategy asking about disability in relation to people's educational needs. The question used was:

Similarly, people who are ill or disabled may have different educational needs. Do you personally have any permanent illness or disability which affects your ability to study or attend a college independently? If yes, would you tell me what that is.

Six per cent of respondents indicated that they did have some disability which affected their ability to study but one-third of these gave no further details. The largest group mentioned was arthritis/rheumatism (1%) followed by heart trouble (1%) and general mobility problems (1%). Other disabilities, all recording less than 1%, were eye problems, hearing problems, chest problems and psychological problems. The only clear trend in relating the existence of a disability to ability to study was an increase in physical disability with increasing age. Evidently, many people with handicaps of one sort or another are nonetheless able to study. The work already being carried out by NIACE with support from the Joseph Rowntree Foundation is extremely important in this regard. It is, regretfully, not possible to derive any useful further understanding on the topic from this survey.

The details of the actual samples achieved in Great Britain (4,608 interviews) and in Inner London (865 interviews) are in Appendix V. Where appropriate, this report regularly makes a comparison between the national figures from the current NIACE survey with the national figures from the 1980 ACACE survey. In all such national comparisons, the Inner London (NIACE) interviews are weighted to their correct proportion in relation to the country as a whole.

At the same time a comparison is made between the national figures and the figures for Inner London, which then utilises the boosted sample of 865 interviews. It is also important to note that while the current survey was able to cover England, Wales and Scotland, the 1980 ACACE survey covered only England and Wales. The NIACE survey records a lower current participation rate in study in Scotland than in other regions, and its inclusion in the national figure will have marginally reduced the overall participation rate in comparison with 1980. The Scottish participation figures do appear lower than might have been expected. However, the sample interviewed was large enough and correctly distributed, and other indicators of behaviour, such as church attendance, are in line with general patterns. It seemed sensible to include Scotland as part of Great Britain rather than exclude it and lose the information from the overall report.

In this report it is possible only to touch on some of the many regional differences and characteristics. This is done in Chapter 8, 'Patterns of learning and leisure in Scotland , Wales and the English regions.' A full regional analysis is available for all the questions asked, together with specific analyses reporting the whole survey separately for Scotland and Wales.

The sampling method used in the survey is fully described by the British Market Research Bureau in Appendix I. Appendix II provides notes on the tabulations. In Appendix III are details of the socio-economic class categories, the regional groupings used and the classification of residential neighbourhoods (ACORN). Appendix IV contains the questionnaire and hand-out cards used.

The structure of the report follows, in the main, the order of the questionnaire. The decision to introduce the questions as being about leisure and learning stems from two reasons. Firstly, there was clear evidence in the ACACE survey that some groups, particularly younger, working-class men, especially those with minimal educational experience themselves, were reluctant to answer questions about 'education':

> *A favourite reason for refusal was that they felt you had to be intelligent to answer questions ... some had a rather 'us and them' attitude – further education was for the 'them' section and not 'us' (ACACE, 1982a).*

'Learning' is clearly a more user-friendly word than 'education', even though attitudes to and understanding of the importance of education have improved somewhat over the past 10 years, and leisure is, of course, potentially a pleasure available to everyone. Secondly, and in a more structural sense, as Chapter 2 argues, leisure is intimately related to learning for adults. Sometimes learning takes place knowingly or unknowingly as a direct result of leisure activities. More importantly, to engage in learning is to use time which would otherwise be used for leisure, and therefore to forego or displace other leisure activities. There is clear evidence in the comparisons with the ACACE study 10 years ago that there have been some changes in the use of leisure and in people's definition of what constitute leisure activities. This in turn affects individuals' definitions of what constitutes learning as opposed to doing. It is also clear that some categories of people have more time available both for non-work activities and for leisure. *Social trends* 21 (OPCS, 1991) notes that retired men had the most leisure time (93 hours), followed by unemployed men (88 hours). The corresponding figures for women were 82 hours and 72 hours. Women in full-time employment enjoyed only 33 hours of leisure per week, 11 hours less than similarly employed men. It is not by accident, therefore, that the survey questionnaire was entitled 'Leisure and learning' and that the report starts with a chapter on what we all do with our leisure.

2

The use of leisure time

Children learn automatically and have already been learning for many years before we put a label round a part of their lives and call it 'schooling'. Our habit of placing learning within schools is a relatively recent one in historical terms, and is being challenged not just by some educators but also by newer technologies and many of the young themselves. The custodial function that schools provide for parents and the community is, however, a useful one, and we are unlikely as a society to decide that we wish schools to stop providing it. The formal framework within which children learn is therefore not a voluntary one: attendance at school is compulsory between the ages of five and 16. It has been suggested, with a touch of irony, that schooling may sometimes impede learning. The phrase 'post-compulsory' is an ugly but correct one to cover education that goes on after 16. The important point is that all learning after 16 is voluntary. It is true that for young people following the tidy academic track on to a college degree or certificate non-stop it may well not feel voluntary! However, it is, and continuing education, or learning throughout life, is already starting to assume a growing importance for all of us. Workplace-determined education and training may, arguably, be a 'grey area' in continuing education: is it voluntary or not? When it takes place at work and is organised by the employer it is effectively compulsory. However, much vocational learning is determined by individuals rather than employers and is often aimed at job change rather than current work.

Main leisure interests

The purpose of this discussion though is to focus on leisure, since leisure is the time in which the vast majority of adults choose to undertake the greater part of their active learning. The *Oxford English Dictionary's* definition of leisure makes the point neatly: 'Freedom or opportunity to do something specific or implied', and in the narrower sense: 'opportunity afforded by freedom from occupation'. Virtually everybody is prepared to describe their main leisure interests. Because time carved out for formal adult learning could otherwise be used on any number of leisure activities, it is important to be explicit in asking people about their leisure interests as well as about their learning. For some people the boundaries between leisure and learning are virtually invisible. Frequently, leisure activities provide a bridge into active learning. On the other hand, many people learn from their leisure activities without realising what knowledge they are gaining. Gardening is a classic example of this, involving soil chemistry, the climate, botany, plant genetics and issues of chemical pollution. The continued active membership of local horticultural and allotment societies, with

their programmes of lectures and competitive shows, involves a high level of learned theoretical and practical knowledge and organisation. It is interesting that the proportion of people reporting gardening as a main leisure interest has remained high and stable over the last 10 years, named by as many as one-third of both men and women as one of their main leisure interests both in the NIACE survey reported here and also in the 1980 ACACE survey.

Of course, demands on people's leisure and their leisure interests change over their lifetime, often in relation to family position and ownership of property. The varying activities of the different age-groups are as interesting as some of the other differences, as Table 2.1 shows. Not surprisingly, social activities and sport figure high on the list for the young, whereas interest in gardening and handicrafts, including DIY, increases only as people get older. Voluntary service and committee work also become increasingly important as people get older: they seem to replace some of the time previously spent on social activities. Languages appeal across the age-range, though at a low level as a 'leisure' activity. They emerge more strongly as a 'learning' activity.

Is it possible to identify any trends in the use of leisure which are more or less likely to encourage active learning? Comparisons between 1980 and 1990 show remarkable stability. Despite general fears that reading would diminish as television viewing became more dominant, reading has maintained and slightly increased its position at the top of the list of activities (Table 2.2). This increase is, however, among women, who read much more than men, and may well be partly accounted for by the increase in the numbers of older women proportional to men in the population as a whole. Inner London shows higher levels of reading than the country as a whole, again particularly among women.

Men, on the other hand, record an increase in social activities, the main leisure interest noted by 50% of all men. In Inner London the figure is somewhat higher both for men and for women. Both sexes record an increase in physical sports, a category which includes non-competitive activities such as walking and fishing (see Tables 2.1 and 2.2). One-half of all men list 'physical sports' as a main activity compared with one-third of women. It is interesting that sport, which featured strongly as a learning activity in the ACACE survey, now shows an increase as a leisure activity and a major drop as a learning activity (see Chapter 4). The only area to show a marked drop as a leisure activity, surprisingly, is the general area of handicrafts and DIY, including such activities as sewing and woodwork. This has always been a stronger area of interest among women, where the proportion is still high, though it has dropped over the 10 years from 51% to 43%. The inference appears to be that, for men at least, doing up the house is no longer seen as 'leisure', but as a necessity about which they have little choice. In Inner London, social activities, reading and physical sports rank higher than in the rest of the country. Not surprisingly, gardening, handicrafts and DIY are much less important, with only 16% of men in Inner London compared with 28% in the country mentioning this latter. Activities listed more by Inner Londoners than elsewhere include both 'music as a performer' and 'listening to music': 11% of men in Inner

Table 2.1: Main leisure interests, apart from television, by age

	17-19	*20-24*	*25-34*	*35-44*	*45-54*	*55-64*	*65+*
Reading	38	45	43	56	49	55	60
Social activities	69	70	55	50	40	30	26
Sport	47	50	49	44	36	37	25
Gardening	3	9	23	35	44	53	49
Handicrafts, inc. DIY	12	23	32	38	38	42	36
Voluntary service	4	4	5	10	9	13	12
Committee work	1	2	4	10	7	11	9
Languages	2	2	3	4	3	3	3

Table 2.2: Main leisure interests

	1980			*1990*			*Inner London*		
	Total	*Men*	*Women*	*Total*	*Men*	*Women*	*All*	*Men*	*Women*
Reading	48	41	55	51	40	61	55	45	63
Social activities	44	44	44	46	50	43	54	56	53
Physical sports	34	44	25	40	49	32	41	49	34
Handicrafts, inc. DIY	40	28	51	34	24	43	27	16	36
Gardening	33	33	33	34	33	34	24	19	28
Indoor games	12	14	10	11	14	9	11	11	10
Voluntary service	8	7	10	9	6	11	6	5	8
Committee work	5	4	5	7	7	7	4	4	4
Music as a performer	6	7	5	5	6	3	8	11	6
Collecting	4	5	4	5	7	3	6	7	6
Studying languages	3	4	3	3	3	3	6	6	7
Listening to music	1	2	1	4	4	3	5	6	4
None	3	3	3	3	4	3	5	4	6

Note: see Appendix II for notes on the tabulations.

London mention 'music as a performer'. The other interesting difference in Inner London is that twice the number of people list 'studying languages' as a main interest compared to the rest of the country. This may well be a reflection of the greater range and volume of opportunities to study languages in Inner London.

Television and learning

It was beyond the scope of the current survey to attempt to relate learning and leisure habits to the more general use of television for leisure, whether active or passive. Television and, to a lesser extent, radio continue to play a very important role for the majority of the people. Though the time spent viewing television has dropped a little over the last few years, it is still on average three and a half hours a day (24.75 hours a week), with radio at 9.75 hours a week. The average viewing hours per week for 35–64-year-olds in 1989 was 26.07 hours, and for those who are 65 and over it was 36.29 hours. Over three-quarters of the population watch television daily (Central Statistical Office, 1991). The sheer time spent on watching television ranks only after sleeping and working (for those who work) in duration. While much viewing is undoubtedly passive and often for entertainment, much viewing is active and focuses on or leads into other leisure interests and forms of learning. The success of informational, educational and documentary series across all television channels, together with the audience response to follow-up opportunities, provides clear evidence of this, though more longitudinal research would be required to document more clearly its relationship with other forms of learning.

Cultural activities and facilities

What the survey was able to do was to provide a comparison between people's current use of externally provided cultural activities and facilities with the situation 10 years ago. The figures indicate remarkable stability, as Table 2.3 shows.

Table 2.3: Places visited and facilities used, 1980 and 1990 compared						
	1980			*1990*		
	Total	*Men*	*Women*	*Total*	*Men*	*Women*
Public library visited						
At least once a week	14	12	16	10	9	10
Once a week to once a month	24	22	27	23	20	26
Less often/never	61	66	57	67	71	64
Cinema visited						
At least once a week	2	2	1	1	1	1
Once a week to once a month	12	13	10	14	16	12
Less often/never	87	85	89	85	83	87
Theatre visited						
At least once a week	*	*	*	*	*	1
Once a week to once a month	6	6	6	6	5	7
Less often/never	94	94	94	93	95	92
Concert attended						
At least once a week	*	1	*	1	1	*
Once a week to once a month	7	7	7	6	8	5
Less often/never	93	93	93	93	92	94
Places of worship attended						
At least once a week	13	10	16	13	10	16
Once a week to once a month	10	7	12	9	7	11
Less often/never	77	82	73	78	83	73
Attended sports event						
At least once a week				8	11	4
Once a week to once a month				13	18	8
Less often/never				79	71	87

There is a small but clear drop in the proportion of people visiting public libraries each week, particularly among women. Given that there is no drop in reading, this is more likely to relate to the accessibility and availability of public libraries, and is therefore a possible cause for concern for learners. There is also a small increase in the proportion of people going out to the cinema at least once a month, particularly amongst men. The proportion going to church once a week is identical and tallies with the figure quoted in *British social attitudes* (Jowell *et al.*, 1990). However, with most of these activities, it is the differences between the age groups which are most significant (Table 2.4). Public libraries are particularly important for the over-65s, with 40% visiting them at least once a month, and for the 35–44-year-olds (38%), who are more likely to be parents and probably have less spare money for purchasing a variety of books. Nearly one-half of the under-25s go to the cinema, but the proportion reduces sharply from the age of 35. Theatre-going is more evenly spread across the age-groups, as is concert-going, with the exception of the young, who record double the level of concert-going compared with their elders. Going to sports events is similarly mainly an activity for the young and reduces steadily with age. The only activity in this list that clearly increases with age is attendance at a place of worship. One-third of all people of 65 and over attend a place of worship at least once a month, as do 36% of all women. As usual, and as is seen again later in this report in relation to the take-up of learning opportunities, the upper class and the better educated make more use of such cultural facilities as the public library and the theatre (Tables 2.5 and 2.6): 48% of ABs use the public library at least once a month, compared with 27% of C2s. With the theatre the difference is even more pronounced: 17% compared with 3%. Concert-going has a flatter, more even social class profile: its patterning is clearly more to do with age, as noted earlier. The same is true for attendance at sporting events.

Perhaps the most surprising social class difference emerges in relation to church attendance. While one in five of the population overall say they attend church at least once a month, this figure rises to one in four for white-collar workers (C1s) and to one in three for the middle and upper classes (ABs).

Table 2.4: Proportion engaging in listed activities at least once a month, analysed by age

	17-19	*20-24*	*25-34*	*35-44*	*45-54*	*55-64*	*65+*
Visit public library	26	22	30	38	30	36	40
Go to cinema	47	44	19	9	4	2	1
Go to theatre	9	5	5	7	7	9	7
Go to concert	12	12	5	6	5	5	6
Go to place of worship	14	14	18	21	22	26	33
Go to sports events	30	32	26	24	18	15	7

Table 2.5: Proportion engaging in listed activities at least once a month, analysed by social class

	Total	*AB*	*C1*	*C2*	*DE*
Visit public library	33	48	38	27	27
Go to cinema	15	16	20	14	11
Go to theatre	7	17	9	3	4
Go to concert	7	9	8	6	5
Go to place of worship	22	34	25	17	19
Go to sports event	20	20	22	22	17

Table 2.6: Proportion engaging in listed activities at least once a month, analysed by terminal age of education

	Total	*Under 16*	*16-17*	*18+*	*Still studying*
Visit public library	33	29	29	44	53
Go to cinema	15	4	18	24	63
Go to theatre	7	4	5	13	16
Go to concert	7	3	8	10	19
Go to place of worship	22	21	18	33	21
Go to sports event	20	16	24	22	35

Summary

In summary, there are no dramatic shifts in the use of leisure or in the use of cultural facilities or participation in cultural activities over the past 10 years which are likely to affect adult learning in a major way. Some indicators, such as the increase in reading, are encouraging. To be set against this is the small decline in the use of and accessibility of public libraries. There is no evidence of the feared domination of television taking over from other, more active leisure interests. While gardening has remained stable, physical sports have shown the largest increase. Older people clearly participate less in activities external to the house, though many are actively involved in committee and voluntary work. The general pattern of these results bears a close relationship to the information about leisure reported in *Social trends 21*, and the trends are in the same direction.

Given that the study demonstrates an extraordinary stability in relation to such classic activities as gardening and church-going, then the other changes which emerge are of particular interest. What is not clear is whether people are actually using their leisure differently or whether, in some instances, people may have redefined some of their non-work activities to include or exclude them from this set of answers. Other evidence from this survey suggests it is possible for such redefinition to work in both directions, as it were. It is possible that the decline in handicrafts and DIY is a real decline: with increasing wealth, more people pay other people to do such work for them or buy ready-made goods. Alternatively, and perhaps more plausibly, more people accept the necessity to do such work around the house as a fact of life and do not look upon it or quote it as a leisure interest. Similarly, while more people are now engaged in physical sports, they do not necessarily go to 'courses' or 'classes' to do so, and do not now suggest, therefore, that this is something they are studying or wish to learn about. This point is considered again in Chapter 4, where the overt decline in demand for studying or learning about physical sports is discussed.

3

Current participation in study

A particular concern of this study was to attempt to determine whether the locally provided quality and quantity of adult education provision has an additional effect on the encouragement of informal learning as well as 'formal studying'. This meant that it was necessary not just to consider participation by adults in courses and classes, but also their own informal engagement in learning. The ACACE survey (ACACE, 1982a) had adopted a wide-ranging definition of education and used a question designed to include study in its broadest sense, whether full- or part-time and whether at work or elsewhere, since the completion of full-time education. This survey used effectively the same question: 'Are you studying currently, or have you done any kind of study, learning or practising, part-time or full-time, at work or elsewhere since you completed your full-time education?'. In addition, everyone was asked a question designed to elicit information about informal learning along the lines of the theories implicit in the work of Allen Tough (1971): 'Are you trying to learn about anything (else) at the moment, or trying to teach yourself anything, at work, at home, with friends or in a club – for example, cooking, how to use a computer, photography, etc.?'. This chapter focuses on those people who responded to the first question and who are studying now or have studied within the past three years. Responses to the second question concerning informal learning are dealt with more fully in Chapter 5.

Table 3.1: Adult participation in study, 1980 and 1990 compared

	1980 (England & Wales)			*1990 (GB)*			*1990 (England & Wales)*
	Total	*Men*	*Women*	*Total*	*Men*	*Women*	
Still studying (full-time or at school)	2	11	13	3	3	2	3
Studying now (not full-time)	10			10	11	9	11
Have studied in past three years	10	11	10	16	16	16	17
All studying now/recently	22	22	23	29	31	27	31
Studied longer ago/ not studied since completing full-time education	78	78	77	71	69	73	70

For purposes of compatibility with the sample interviewed in 1980, this analysis considers only people over the age of 17. In the 1980 survey, 12% were actually involved in some kind of study at the time of the interview and another 10% had been involved in some kind of study during the previous three years. Two out of the 12% were either currently full-time students or still at school. The 1990 survey records 3% currently in full-time study or still at school, and an identical 10% as studying currently. There is an increase in the size of the group who say that they have studied within the past three years, but who are not studying now, to 16%. There is, therefore, an overall increase in current/recent participation. If the Scottish sample were to be excluded then the proportion studying now and the proportion studying recently would both increase by 1%.

What the summary figures do seem to reflect is a decline in the proportion of women studying currently compared with men, and this is considered in more detail later in the report.

Owing to marginal differences in the way the questions were asked and recorded in the surveys, it is not possible to compare directly the group of those who studied over three years ago with those who have not studied at all since completing their full-time education. Whilst the focus of this survey has to be current and future participation, knowledge and interest, a future and more detailed study would wish to look at this group in more depth.

Comparisons with the Training in Britain survey

Training in Britain (Training Agency, 1989a,b) provides the only other significant national possibility of comparison with the current study, and appropriate comparisons are noted whenever relevant. However, the nature of the sample interviewed and the survey's direct focus on the receipt of vocational education and training experiences lasting three days or more make many direct comparisons difficult. In particular, the sample was confined to adults aged 19–59, and excluded women who were not economically active for domestic reasons. The general patterns of provision are none the less illuminating and indicate a higher level of reported vocational education and training among younger age groups than the NIACE study. The salient points from that report are quoted here verbatim.

- Just under one-third of the sample population claimed to have received some vocational education and training in the last three years. A further 35% said they had received some, but none in the last three years. The remaining 32% could not recall receiving any at all. Half of those who had not received any training in the last three years said that they had other learning experiences at work which they did not consider to be training (Training Agency, 1989b, Para. S.5).
- About three-quarters of all adult training opportunities arose as a result of employer-funded provision (ibid., Para. S.6).
- Vocational education and training which employers funded was much shorter on average than education and training which individuals arranged themselves (ibid., Para. S.7).
- About half of all employer-funded training experiences which lasted three days and more took place within the employing enterprise.

Colleges and institutes of education accounted for a further quarter of all employer-funded experiences (ibid., Para. S.9).

- Employer provision is heavily concentrated in non-manual occupations, especially professional and managerial ones (ibid., Para. S.11).
- The take-up of vocational education and training is much more common among younger people, but the incidence of vocational education and training declined much less by age among those with higher educational qualifications (ibid., Para. S.16).
- Women were slightly more likely than men never to have had training but there was little difference in the proportions of currently economically active men and women receiving training recently. A comparison between all adult men and women would almost certainly show that women were less likely to have received recent training (ibid., Para. 65).
- There was a significant difference in the level of recent training reported according to employment status for women: full-time women employees were more likely to have claimed receiving training than their counterparts who only worked part-time. There is a contrast with more highly qualified women, where there was no difference in the incidence of training reported on this scale (ibid., Para. 370).

Participation in study, by sex

In attempting to make even a broad comparison of current participation between the two surveys, it is therefore necessary to remember that the *Training in Britain* study excludes women who were economically inactive for domestic reasons, unless they were intending to become active within the next year, and also excludes some people at both ends of the age range. A sample biased to those who are economically active would be expected to produce higher figures for vocational education and training than a national population sample. On the other hand, a large number of people engage in forms of study and learning which are not directly or currently work-related. Having said that, it is interesting to see that there is indeed a close correspondence between the levels of participation of men and women in the two surveys (Table 3.2).

Table 3.2: Current/recent participation in study, by sex

NIACE survey		*'Training in Britain' survey*	
% studying in past three years		*% receiving vocational education and training in last three years*	
All	29	All	33
Men	31	Men	34
Women	27	Women	31

In particular, the gap between men and women is of exactly the same order, but would probably have been greater in the *Training in Britain* survey, as was indicated earlier, if a full sample of non-working women had been interviewed. Since we know from other studies that women

learners predominate in conventional adult education by more than three to one, the domination by men of other forms of continuing education and training activities is made clear.

Table 3.3, which is taken from *Choosing to learn* (Woodley, *et al.*, 1987), shows the picture for participation for women and men clearly. While the book was published in 1987, the original fieldwork for the research took place between November 1980 and April 1981, a year after the ACACE survey, and is, therefore, effectively, contemporary with that rather than with the current study. Though we know that the participation of women has increased over the last decade, and particularly on degree courses in universities and polytechnics, they are still in a significant minority within much education and training provision.

Choosing to learn used the distinction between 'qualifying' and 'non-qualifying' courses as its main discriminator throughout its analysis, and found it very valuable. It notes that:

> *The distribution between the sexes on qualifying courses taken as a whole is nearly equal, with a slight predominance of males. However, there is a marked predominance of men in polytechnics, specialist colleges and university postgraduate courses (virtually two men to one woman). Women form the majority in art colleges, colleges of further and higher education and among Open University Associate students. In the non-qualifying sector, the proportion of women is very high: almost eight out of ten in LEA classes, and in the sector as a whole. Even in the non-LEA classes (WEA and extra-mural) there are virtually two women adult students to every one man (Woodley et al., 1987, p 24).*

Participation in study, by age

Not surprisingly, the majority of students on qualifying courses are at the younger end of the age-range, though direct comparisons between Woodley *et al.* and the NIACE and ACACE surveys are not possible, since *Choosing to learn* used different age categories. The authors note:

> *On qualifying courses, the male students are noticeably younger, with 60% aged 30 or under and only 12% over 40; for women, while the youngest age group still dominates with 47%, there are substantially more older students with one-third aged 31–40 and another 21% over 40. On non-qualifying courses, there is less of a difference between the sexes, but on average women are a little younger than the men, with more aged 31–40 and fewer aged over 60.*
>
> *The tendency for the men on qualifying courses to be younger than the women was true for most of the qualifying institutions. The exceptions were the residential colleges, where there was little difference, and the Open University and university postgraduates, where the women were younger than the men.*
>
> *In the non-qualifying sector, LEA classes attracted a larger proportion of women than men in their 30s, while the WEA attracted a very large proportion of women aged over 60 (Woodley et al., 1987, p 25).*

Table 3.3: Sex of students by type of institution attended		
	Men	*Women*
Universities		
Undergraduate	53	47
Postgraduate	64	36
All	58	42
LEA advanced further education		
Polytechnics	66	34
Colleges of higher education	49	51
Specialist colleges	66	34
All	58	42
Open University		
New undergraduates	51	49
Continuing undergraduates	54	46
Associate students	45	55
All	53	47
LEA non-advanced further education		
Colleges of technology	56	44
Colleges of further education	47	53
Art colleges	37	63
All	49	51
Correspondence colleges	59	41
Residential colleges	55	45
All qualifying students	*54*	*46*
Extra-mural departments	35	65
Workers' Education Association	36	64
LEA adult education	21	79
All non-qualifying students	*23*	*77*
NB Percentages are horizontal		
Source: *Choosing to learn* (Woodley et al., 1987)		

Since *Choosing to learn* is the only recent national study of adult participants covering all sectors of education, and was funded specifically by the DES at the same time as the ACACE population study and to complement it in informational terms, it has seemed worthwhile quoting these major findings at length as background to the current survey. They demonstrate an even greater dominance of youth 10 years ago than the two contemporary studies indicate. What is unusual about the NIACE survey and the *Training in Britain* survey, where happily the age groups are nearly comparable, is the extraordinary similarity of the age-pattern of current and recent participation among adult learners in general and among adults undertaking work-related training or education, as Table 3.4 shows.

Table 3.4: Current/recent participation in study by age-group: NIACE survey and Training in Britain survey compared.

NIACE survey		*'Training in Britain' survey*	
% of age-group studying in past three years		*% of age-group receiving vocational education and training in last three years*	
All	29	All	33
17-19	55		
20-24	51	19-24	55
25-34	36	25-34	37
35-44	34	35-44	30
45-54	24	45-54	23
55-64	14	55-59	14

The clear dominance of youth in the formal educational system, with the concentration of opportunities of either sort at the start of people's working lives, is the significant point. It reflects society's and employers' priorities and attitudes and the current allocation of resources. For social and economic reasons, it is necessary to change all of these in the direction of older people. It is interesting to consider whether the conventional view that it is better to select or recruit the young rather than the mature is really led by employers or by educational institutions, or whether it is predominantly due to the funding system favouring full-time students.

Participation in study, by region

By far the greatest disparities in participation arise between different regions of the country. Table 3.5 shows the levels of current participation within standard regions. The differences are surprising, and there is no clear pattern to them. Similar disparities had been indicated in the 1980 ACACE survey, but a discussion of them was not included in the report since the sample sizes for several of the regions were quite small, deriving as they did, from a national sample of just under 2,500 adults.

In the current survey, the same reservations do not apply to such an extent, and it is necessary to consider the regional differences more carefully to see what light they shed on the possible inter-relationships between learning and training provision.

Table 3.5: Current and recent participation in study: 1980 and 1990 compared by region

	England and Wales 1980		*England, Wales and Scotland 1990*	
	Studying now	*All studying in last three years*	*Studying now*	*All studying in last three years*
All	12	22	13	29
Greater London	14	25	15	31
South-East	15	26	13	28
South-West	11	22	12	31
East Anglia†	6	12	9	26
East Midlands	16	21	15	28
West Midlands	12	23	17	38
Wales	13	26	19	29
North-West	10	22	12	33
Yorkshire/ Humberside	9	25	13	30
North†	8	10	7	23
Scotland	*(Not surveyed)*		6	13

†Bases under 100

It is difficult to make straight comparisons over the decade. The closest comparison, looking at the people who are *currently* studying including those still in full-time school, shows an increase over the last decade in eight regions and a decrease in three. The regions showing the larger increases include Wales, the West Midlands, Yorkshire/Humberside and East Anglia. Only the South-East dropped by more than 1%. Grouping together current and recent participation produces a clear increase over the decade, and reduces somewhat, but certainly does not eliminate, the disparities between the regions.

Unfortunately, the *Training in Britain* survey covering *Individuals' perspectives* (Training Agency, 1989b) did not include regional analyses from the learners' point-of-view. Neither are there any composite national, let alone regional, figures of the full range of education and training opportunities used by adult learners. CIPFA figures record

further education and adult education for the majority of local authorities, but not all of them. The parallel *Training in Britain* survey, *Employers' activities* (Training Agency, 1989a), gives figures for the pattern of training provided by employers across the country and comments that there is a wide variation of training offers across British industry. It goes on to say: 'This regional variation in vocational education and training is paralleled by wide disparities in public educational opportunities offered to adults in community education'. The regions with the highest number of days of training per employee were Wales and East Midlands/East Anglia at 6.8 days per year. The West Midlands and Yorkshire/Humberside followed at 6.4 days. All other regions were within the range 5.8 to 6.0, except London, which was significantly lower at 5.2 days. It is therefore likely, as we shall consider later on, that people in London have had to look to local community providers rather than employer-led provision for their work-related education opportunities as well as their more general learning.

Participation in study, by social class

As all recent studies have continued to make clear, social class is a major factor affecting participation. Not only do the upper and middle classes stay at school or college longer, they also engage in continued learning at more than double the rate of the working class, whether skilled or unskilled (Table 3.6). Those who stay on at school longer, from whichever social class, are also more likely to return to learning as adults.

The proportions for Inner London (Table 3.7) are quite similar to those for the country as a whole, though there are more people in full-time study in London than in the rest of the country, which affects the pattern of the figures. The final analysis now available bears out the point made in the preliminary report *Londoners learning* (NIACE/ILEA, 1990) that there was a somewhat higher level of participation by unskilled workers (DE) in Inner London, but significantly lower participation by adults classed as skilled manual workers (C2). The combination of the ILEA's policy of targeting those groups who participate least and the lower provision noted earlier of employer-led training may have important implications for planning future learning opportunities across the new education authorities in London.

Table 3.6: Adult participation in study nationally by social class and terminal age of education

		Social class				*Terminal age of education*			
	Total	*AB*	*C1*	*C2*	*DE*	*Under 16*	*16-17*	*18+*	*Still at school/ studying full-time*
Still studying (at school or full-time)	3	4	7	1	1	-	-	-	100
Studying now (not full-time)	10	16	12	11	6	5	13	17	
Have studied in past three years	16	22	18	17	10	8	20	29	
All studying currently/ recently	29	42	37	29	17	13	33	46	
Studied longer ago/ not studied since completing full-time education	71	58	63	71	84	87	66	55	

Table 3.7: Participation in study in Inner London by social class and terminal age of education

		Social class				*Terminal age of education*			
	All	*AB*	*C1*	*C2*	*DE*	*Under 16*	*16-17*	*18+*	*Still at school/ studying full-time*
Still studying (at school or full-time)	7	8	12	5	3	-	-	-	100
Studying now (not full-time)	11	17	15	8	8	3	14	17	
Have studied in past three years	13	19	15	12	10	8	11	26	
All studying currently/ recently	31	43	42	25	21	11	25	43	
Studied longer ago/ not studied since completing full-time education	69	57	58	75	79	89	76	57	

Participation in study by women and men in Inner London

A comparison of men and women studying in Inner London with national figures shows that the proportion of women involved in current or recent study in Inner London is higher than men. On the other hand, more males are still at school or in full-time study. Training opportunities are, of course, more available to full-time workers than to part-timers, and more women are part-time workers and therefore more dependent on locally-based, part-time opportunities for study. *Training in Britain: employers' activities* notes that part-time workers seldom receive the same training opportunities at work as their full-time colleagues: 85% of part-time workers are women who will increasingly be a major source of recruits for new jobs. Yet working women, who already have a 'double agenda', have less free time, are less mobile, are less likely to get employer-based training and more likely to be dependent on local community provision.

Table 3.8: Participation in study by sex, Great Britain and Inner London compared

	National			*Inner London*		
	Total	*Men*	*Women*	*All*	*Men*	*Women*
Still studying (at school or full-time)	3	3	2	7	8	5
Studying now (not full-time)	10	11	9	11	11	12
Have studied in past three years	16	16	16	13	10	17
All studying currently/ recently	29	31	27	31	29	33
Studied longer ago/ not studied since completing full-time education	71	69	73	69	71	67

Participation in study by ethnic minority groups

The proportion of the sample interviewed coming from non-white ethnic minority groups is slightly lower than the current best national estimates, as was noted in Chapter 1. There are particular difficulties in locating and obtaining interviews, especially with some linguistic and cultural minorities. Even with a national sample of 4,500 and an enhanced sample in Inner London, the numbers are small and do not admit of detailed analysis. Bearing in mind these sampling difficulties, it is interesting that a far higher proportion of the ethnic minority groups are still in school or full-time education (14% compared with 3%). They also record a higher degree of participation in current and recent study, more akin to the participation rates of the upper- and middle-class whites in the sample. The rate of current/recent study

among ethnic minorities is 31%, compared with 38% of ABs and 30% of C1s. The levels of participation among ethnic minorities are slightly higher for Inner London than for the country as a whole (34% compared with 31%). Differences appear to emerge *between* ethnic groups, with fewer people from black Caribbean and Indian sub-continent backgrounds participating in continuing studying compared with the numbers from 'other black' backgrounds or from other non-white groups (which were grouped together because of size). The research points up the need for a more substantial survey focused specifically on ethnic and linguistic participation and need as a matter of some urgency.

Table 3.9: Participation in study by ethnic minority groups: Great Britain

	All non-white	*Black Caribbean*	*Black - other †*	*Indian sub-continent*	*Other - non-white*
Still studying (at school or full-time)	14	5	(21)	12	21
Studying now (not full-time)	17	22	(23)	14	15
Have studied in past three years	14	11	(9)	12	20
All studying currently/ recently	45	38	(53)	38	56
Studied longer ago/ not studied since completing full-time education	55	61	(47)	62	44

Table 3.10: Participation in study by ethnic minority groups: Inner London

	All non-white	*Black Caribbean*	*Black - other †*	*Indian sub-continent †*	*Other - non-white †*
Still studying (at school or full-time)	13	6	(16)	(16)	(14)
Studying now (not full-time)	17	12	(20)	(17)	(20)
Have studied in past three years	17	21	(18)	(15)	(13)
All studying currently/ recently	47	39	(54)	(48)	(47)
Studied longer ago/not studied since completing full-time education	54	61	(46)	(52)	(53)

†Sample under 50: percentages shown in brackets.

Summary

In summary, current participation in study in 1990 appears to be running at around the same rate as 10 years ago, though the survey shows an increase in 'recent' participation, i.e. within the last three years, of 6%. The pattern of current participation by region shows little change over the decade, with increases in Wales, the West Midlands, Yorkshire/Humberside and East Anglia and a small drop in the South-East.

However, current/recent participation in study among women overall has decreased somewhat in relation to men, though not in Inner London, where it is higher than for men. Comparisons with *Training in Britain* show similar patterns of participation in vocational education and training across age-groups to the current NIACE survey, with a clear picture of the dominance of youth in the formal educational system, a dominance which was, if anything, even stronger 10 years ago when *Choosing to learn* was researched. Social class continues to be the major factor which stands out as affecting participation. The next chapter considers the subjects learners are studying and how these have changed, if at all, over the last decade.

4

Subjects of study

It will be recalled from Chapter 3 that the question asked about current and recent study was a broad one designed to encompass any mode of study, at work or elsewhere. It was a question asked of individuals at home, allowing them to define study for themselves, and did not attempt to relate it to institutions providing the study or to the level at which the subject was being studied. To take an extreme example: 'foreign languages' could include somebody learning basic phrases to help to go on holiday and also somebody following an advanced interpreter's certificate course. Some people define particular content areas as subjects for study which other people take for granted as 'common sense' or 'getting on with the job'. The more educated people are, the more likely they are to be able to respond confidently and clearly to such questions. People who think 'education is not for them' are less likely to be prepared to respond to a questionnaire about education in the first place, or, if they have agreed, will be less able or less prepared to talk about such subjects as basic literacy or numeracy, for example. The ACACE survey in 1980 was based on an ad hoc strict random sample, and generated a higher non-response rate among young, less well-educated males, as noted earlier. The strategy chosen for the current survey to insert the questions on the BMRB continuous omnibus survey, which uses a controlled grid sampling technique (see Appendix I) and to head them 'leisure and learning', as well as providing a larger sample, had the advantage of concealing from respondents the particular subject of NIACE's interest until well on in the interview, and therefore increased the likelihood of better responses from these categories of people.

Despite this, such subject areas as literacy and numeracy and English for speakers of other languages will inevitably be under-represented in surveys like this, which are designed to provide a broad overview of all adults' learning. By the same token, people working within different providing agencies gain a partial view of people's needs, since their clients similarly do not represent or articulate the full array of learning interests and needs. This makes comparisons very difficult. This issue is considered again in Chapter 8 in relation to subjects people would like to study. The strength of the comparison being made here between 1980 and 1990 is that the target group of all adults aged 17 and over is the same, and the question asked is the same: the relative differences which emerge are likely, therefore, to be meaningful.

Everyone who said they were studying now, or had studied within the last three years, was asked what subjects they had studied, and all the subjects they mentioned were recorded. This procedure was slightly

different from that in the ACACE survey in 1980, where the same question was asked but the subject of up to three most recent courses was recorded. For the purposes of this comparison, the figures for the three most recent courses in 1980 have been aggregated. It is not clear whether one format rather than another would be likely to increase or decrease the number of subjects mentioned: the change in procedure does not seem to have led to any specific over-or under-reporting between the surveys.

What are people studying?

Table 4.1 is presented with the subjects studied ranked in the order in which they appear overall in the 1990 survey for the population as a whole. The table separates subjects studied by men and women and other demographic groups, as their patterns of activity differ significantly both in 1980 and in 1990.

It is helpful to look at three aspects of this information:

- there are interesting changes between 1980 and 1990
- there are important differences between men and women and other demographic groups
- there is some evidence of a redefinition of some subjects as leisure rather than as education, a point noted earlier in the report.

Part of the difficulty in trying to assess real changes is the incredible spread of activity that people are describing. Vocationally-related subjects do in fact dominate the list. There are some obvious areas of decline, which mirror our knowledge of the UK's manufacturing decline. Engineering, the largest single subject in 1980, named by one-third of all male learners, has halved its numbers. So has science, but starting from a much lower base. The 'hard subject' categories to have increased are vocational qualifications, up from 6 to 9% (the figure for men has doubled) and computer studies, up from 5 to 8%. What is most encouraging is that in 1980, computer studies was seen as a male preserve. In 1990, the sexes are equal in computer studies, though women still dominate in secretarial and office training.

One major difference, and a surprising one, was touched on in Chapter 2. Sports, gymnastics and keep-fit figured very highly in 1980, particularly for women, one in five of whom recorded it as a subject of study. In 1990, it was scarcely mentioned at all, being recorded in only 1% of interviews. At the same time, as noted earlier, it has increased its ranking (from fourth to third) as a main leisure interest, more so among women than among men. The conclusion which appears irresistible is that far fewer people, particularly women, now view sports and keep-fit classes as subjects which they are studying but rather as leisure activities, or activities undertaken for their health or social life. Handicrafts, again among women, show a similar reduction, as does dress-making, unlike cookery, which has increased slightly.

Women's subject choices

The drop in overall participation in study among women was noted earlier. Such increases in participation as there are tend to be in the harder, more vocational areas. These are traditionally male and are also

Table 4.1: Main subjects being studied now or in past three years - 1990 and 1980 compared

	1980			1990					
Base - all studying now/in past 3 years = 100 per cent				National			Inner London		
Subjects of study	Total	Men	Women	Total	Men	Women	All	Men	Women
(Other) vocational qualifications	6	6	6	9	12	7	11	16	8
Foreign languages	9	6	10	9	7	10	17	12	20
Computer studies	5	9	1	8	9	8	9	10	9
Engineering: electronic, mechanical, construction	16	31	2	7	14	*	5	10	1
Shorthand, typing, office training	8	1	14	6	1	12	6	1	9
Business/administration/management	13	22	6	6	7	5	3	6	1
Other professional qualifications	8	10	5	5	4	5	6	3	8
Nursing/midwifery	7	6	8	4	1	7	3	2	4
Cookery	3	1	4	4	2	5	2	1	3
Arts subjects	8	7	10	3	3	4	2	3	2
Social sciences	4	3	5	3	3	4	3	1	4
Social work/social services	2	1	3	3	1	5	4	-	7
Science/maths/statistics	7	7	7	3	4	3	2	5	-
English language/literature	8	7	9	3	1	5	9	7	9
Handicrafts	9	2	15	2	*	4	1	1	2
Car maintenance	2	4	*	2	3	1	1	2	-
Religion/bible study/theology		NR		1	2	1	*	-	1
Music	3	3	2	1	2	1	2	3	1
Building trades	2	3	*	1	2	*	-	-	-
Dress-making/tailoring	4	-	9	1	*	1	1	-	1
Painting/sculpture/pottery	4	1	6	1	*	1	3	1	4
Sports/gymnastics/keep fit	19	7	30	1	1	1	1	-	2
Carpentry/DIY	2	3	1	1	2	*	-	-	-
Gardening/horticulture		NR		1	2	*	-	-	-
School courses	2	3	2	1	1	2	-	-	-
Other subjects/subjects not given/don't know	9	13	5	22	22	21	17	21	14

NR = **not separately recorded**

the ones that current government policies have mainly supported in the past few years. The areas of female participation, in general adult education, in the arts and culture, painting, sculpture and pottery, for example, are the areas currently under threat. At the same time, an increasing number of women are working as well as bringing up families and it is not perhaps surprising that they have less leisure time available for non-instrumental activities.

Subjects of study in Inner London

Inner London clearly represents a special case in relation to subjects of study, as its resident population as well as its employment opportunities are quite different from those of the rest of the nation. The take-up of vocational qualifications is higher, particularly among men. The other outstanding difference is in the high proportion of people, particularly women, studying foreign languages. It is double the proportion for the country as a whole. There is also a large group of people studying English, with again a higher proportion of women. The other subject areas in which women in Inner London feature more strongly are in professional qualifications, in social work/services and in painting, sculpture and pottery.

Regional differences in study

It is not, however, easy to draw hard and fast conclusions about patterns of participation by sex within individual regions, as the sample sizes drop once current learners are split within regions and by their sex.

Working status and subjects of study

Working status is a more important discriminator in terms of subjects studied. Subjects of study which figure highly among women working full-time are shorthand, typing and office training (16%), computer studies (9%), other vocational qualifications (9%), business, management and administration (8%), nursing and midwifery (8%), and social work (6%). Among those who are not working (either full- or part-time), foreign languages are way ahead as the highest mentioned (18%), followed by shorthand, typing and office skills (9%), English language and literature (7%), social work/services (6%), handicrafts (6%), cookery (6%), and the arts, including painting, etc. (6%). The remainder is spread more evenly over a range of subjects and the pattern is more stereotypical.

The patterns for men are perhaps simpler, as the majority of men who are not working are retired. (The unemployed were not separately analysed.) Engineering heads the list for working men (15%), together with vocational qualifications (15%). Quite a way down comes computer studies (8%), followed by business, management and administration (6%), foreign languages (6%), and other professional qualifications (5%). Among those men who are not working, foreign languages are, as with the women, the subject most frequently mentioned (14%), followed by engineering (12%), and computer studies (11%). The arts figure more highly among men (12%) than women: this echoes a finding of the ACACE survey, where older men, who had perforce to spend more of their earlier lives bounded by their work, expressed a higher level of interest in the arts.

Social class and subject choice

There are interesting differences in the take-up of subject groupings between the social classes. Nearly one-third of the lower-middle-class group (C1) record a business, vocational or professional subject, compared with one-quarter of the overall group of students. They show up in the group who did not stay on at school until 18, and are presumably seeking to improve their vocational qualifications. The same is true for computer studies, maths and science. It is the middle and upper classes who are most interested in foreign languages (17% of the ABs). However, this interest does not relate to a previous high level of education. Many people interested in languages are older, left school early and are catching up on missed opportunities.

Table 4.2: Main groupings of subjects currently/recently studied

		Social Class				*Terminal age of education*		
	Total	*AB*	*C1*	*C2*	*DE*	*Under 16*	*16/17*	*18+*
Business, professional, vocational and office	26	24	31	27	20	20	29	28
Languages: foreign and English	12	17	14	8	8	14	11	10
Computer studies, maths, statistics, science	11	12	14	10	10	10	11	12
Caring professions, social sciences	11	10	10	12	13	11	12	12
Home skills: handicrafts, cookery, DIY, car maintenance, dress making, gardening	11	8	8	11	15	15	11	6
Engineering	7	2	8	10	8	7	8	6
Arts and culture	6	10	6	5	8	9	6	7

The caring professions/social sciences attract across the social class spectrum – 1 in 10 of all students. Engineering also has a flat class profile, with the exception of the upper class, where only 2% are studying it!

The two groupings that show the traditional social class bias are home skills, where the working-class group is twice as large as the upper class group, and the arts and cultural subjects, where the reverse is effectively the case.

Ethnic group and study choice

It is not possible to draw any comparisons about subjects of study between ethnic groups as the numbers are too small. It is worth noting, however, that virtually all the subjects identified by ethnic minority groups are vocational ones.

Summary

In summary, increases in participation arise in the more vocational areas of study, areas which have historically been the subjects of study and occupation for men more than women. In so far as these professional and vocational areas are opening up to women, there is evidence of women taking advantage of these opportunities. At the same time, there is a clear drop in participation in the traditional areas of general adult non-vocational provision which have, historically, provided valuable routes and opportunities for women and for older people.

5

Learning informally and non-formal learning

In Chapter 2, one of the definitions of leisure that was referred to was 'the state of having time at one's own disposal; time which one can spend as one pleases; free or unoccupied time'. Educators of adults have become increasingly aware, through the work of Allen Tough and others, of how much learning takes place in informal ways, often through leisure activities, sometimes without learners being aware at the time of what they have actually learnt. Much informal learning, is, however, extremely purposeful and self-directed. Networks for Informal Adult Learning (NIAL) linked a number of initiatives in the late 1980s and NIACE worked with it to collect examples of projects taking place anywhere in England and Wales which offered possibilities for informal adult learning activity. This activity culminated in a workshop discussion around the theme of informal learning in August 1990. Alexandra Withnall's article 'Celebrating informal learning: from theory to practice' in *Adults learning* (Withnall, 1990) provides a useful summary highlighting some of the issues which have to be considered, drawing on previous research, on practitioners' experience and on the outcomes of the workshop.

Defining informal learning

The assumption behind the NIACE/NIAL work, and one of the hypotheses behind the current research, is that it is likely that a substantial proportion of the adult population is currently involved in some form of learning, not just studying courses in formal educational institutions, but learning informally in a wide variety of ways. Withnall cites examples of learning through membership of clubs, religions or professional and trade organisations. To this she suggests adding: 'The whole range of what is variously described as non-formal, independent, incidental, self-directed, experiental learning'. She notes the development in recent years of a considerable literature on the subject, particularly that which focuses on attempts at a standard, acceptable definition of informal learning. Among issues identified were the choice of the word 'education' rather than 'learning', and whether merely 'knowing' is the same as 'learning', which, it was suggested, implies some additional ability to understand and reflect. Gunn, for example, included 'dormant learning' in his analysis of types of learning (Gunn, 1987). Percy *et al.* (1988) also constructed a taxonomy of learning activities derived from empirical research among voluntary organisations, which included practice learning, apprenticeship learning, learning from experience and learning through social interaction. There is clearly an overlap between these.

The perceived necessity to establish a clear definition in this area obviously comes from practitioners and academics rather than learners themselves! It is likely that, by definition, much informal learning is private, invisible and unrecorded, even unrecognised, at the time it takes place. So it is necessary to ask whether the lack of definition and lack of recognition matters, and if so, to whom? Gunn suggests that the advantages of having clear and comprehensive definitions are, firstly, that they provide the base for an all-embracing lifelong learning service and, secondly, they assist in the classification of specific techniques or strategies to make their service more effective (Withnall, 1990).

Withnall wonders whether a strict definition of informal learning is necessary: perhaps it is more appropriate to use 'informal learning' as an umbrella term to cover any learning which is not primarily structured by a formal educational institution. In a recent paper providing an international development perspective, Philip Coombs (1990) clearly differentiates between informal education and non-formal education. He cites the 'Framework for action to meet basic learning needs', unanimously adopted by the UNICEF/UNESCO/UNDP World Bank Conference on Education for All in 1990 as recommending:

> *That non-formal education be used to meet the far more extensive and diversified needs of other millions of out-of-school youth and adults, in both developing and developed countries, who must learn new things in order to earn a living, to rear and protect their family, to be decent citizens, to improve the quality of their family's life and, in many cases, simply to survive (Coombs, 1990).*

Coombs notes that the field of non-formal education is under-researched and blames it on the failure of most academic departments to broaden their vision beyond formal education. He describes the work of the International Council for Educational Development (ICED) in the area of non-formal education and its genesis:

> *We did not start our ICED research with a tidy concept or definition of non-formal education; this we felt would have been premature. But we did start with the conviction that education is a lifelong process for every individual, spanning all the years from birth to death. Thus, in contrast to the common interpretation of education that equates it solely with formal schooling, we adopted a much broader concept that equates education with learning, regardless of where or how or at what age the learning occurs.*
>
> *As we reflected on the many different ways that people learn new things in the course of their lifetime, it became evident that these could be classified under three broad modes of education, which we dubbed 'informal', 'formal' and 'non-formal' education (Coombs, 1990).*

Coombs records that he and his colleagues defined informal education as learning from exposure to one's environment and day-to-day experiences: '(It) is unorganised, unstructured, unsystematic and often incidental or accidental'. This is clearly a narrower definition than the area of activity under study as recorded by Withnall. It does, however, include learning on the job or in the home, and therefore takes us into the area of the measurement of prior achievement or of experiential

learning and of the accreditation of prior experiential learning (APEL) and portfolio preparation.

Coombs therefore simply uses non-formal education:

> *as a convenient generic label for a bewildering variety of educational activities that have three characteristics in common:*
>
> 1. *they are consciously organised (unlike informal education) to serve particular audiences and purposes*
> 2. *they operate outside the structures of the formal education system and are generally free of its rules, regulations and conventions*
> 3. *They can be designed to serve the particular interests and learning needs of virtually any particular sub-group in any population.*
>
> *Apart from these three basic common features, non-formal education activities are exceedingly diverse (Coombs, 1990).*

It is clear that non-formal education in such terms does not constitute a coherent system but 'nevertheless, in the interests of efficiency and effectiveness, some sort of rational planning of (these) activities is desirable'. In this we find an echo of Gunn's suggestion about the need for definitions in assisting informal learning in becoming more effective. However, we are then faced with a contradiction in terms. A major strength of non-formal education and a major source of its success is its spontaneity and flexibility, and, therefore, its ability to meet new and ever-changing needs. To plan it more or build controlling frameworks round it will reduce its flexibility.

The rehearsal of this debate, both in national and international terms, makes it clear that Withnall's use of the term 'informal' is in fact nearer to Coombs' term 'non-formal' and effectively also includes it. The use of the term 'education' rather than 'learning' appears to be due more to context and custom over time than to a major and permanent philosophical difference. Withnall is perhaps more optimistic in the organised demands she wishes to make of informal learning:

> *Firstly, by raising questions about its utility. We need to be clear about what it is that informal learners are trying to achieve for themselves. Once informal learning has a context and an aim, then we can move to formalising its position within lifelong learning ... Secondly, we know little about the processes of informal learning ... we need much more concrete, up-to-date information from informal learners themselves about the strategies they adopt, the resources they require ... Thirdly, at present we have no way of assessing the quality of learning which takes place informally ... We also need to explore the importance of learning informally as a catalyst for more formalised, structured learning activity (Withnall, 1990).*

In this report, we are using the term 'informal' to encompass non-formal. It does, however, appear very likely that many people will not recognise some of their informal learning at the time it takes place. Definitions are of more help to practitioners than to learners. Learners, whatever we say or suggest, will use their own words to describe their

Table 5.1: Proportion engaged in formal study and informal learning by sex, age, social class and terminal age of education

	All studying now/ recently†	*No current/recent† study but learning informally now*	*All studying now/ recently† and/or learning informally*
All respondents	26	10	36
Sex			
Men	27	11	38
Women	25	9	34
Age			
17-19	45	8	53
20-24	38	15	53
25-34	35	10	45
35-44	32	9	41
45-54	24	11	35
55-64	14	9	23
65 and over	9	6	15
Social class			
AB	38	12	50
C1	30	12	43
C2	28	9	37
DE	16	8	23
Terminal age of education			
Under 16	13	7	21
16/17	33	10	43
18 and over	45	11	57
Still at school, etc.	-	41	41

NB Percentages are horizontal

†**Recently = in the past three years**

activities in terms which make sense to them. Most adults are still likely to equate learning with teaching. Indeed, the *Oxford English Dictionary*, in defining 'learning', records:

1. The action of the verb to learn
   (a) the action of receiving instruction or acquiring knowledge
   (b) teaching, schooling.
2. What is learnt or taught
   (a) a lesson, instruction
   (b) information or direction
   (c) the teaching of a person; a doctrine
   (d) a branch of learning
   (e) an acquirement.
3. Knowledge acquired by systematic study; the possession of such knowledge; learnedness.

Identifying informal learning

As Withnall says, 'we need much more concrete, up-to-date information from learners themselves' about their informal or non-formal learning. The question used in the survey reported here, therefore, to try to identify learning, whether informal or non-formal, was a broad one, and took in both these forms of language, leaving the wording of the answers open to the respondent:

> *Are you trying to learn anything (else) at the moment, or trying to teach yourself anything, at work, home, with friends or in a club – for example, cookery, how to use a computer, photography, etc.?*

The open-ended nature of this question, following immediately after the questions about current or recent study discussed in Chapters 3 and 4, appears to have been successful in identifying a sizeable group who are learning informally but are not studying currently or in the past three years, i.e. recently. Seventeen per cent of all respondents indicate that they are learning informally at the moment, and 10% of all respondents are *not* studying currently or recently, but are learning informally. Put the other way round, an additional 10% of adults are in the 'learning pool' on an informal basis, so there are as many people learning informally as there are studying formally.

The group of people who are only learning informally contains slightly more men than women, slightly more upper- and middle-class people and 50% more 20–24-year-olds (Table 5.1).

Informal learning in Inner London

Informal learning is an area of particular interest, as one of the hypotheses behind this study was that the general support provided by the ILEA to adult education, and to women and ethnic minorities in particular, might result in a higher level of informal learning in Inner London than elsewhere. This study cannot, of course, prove cause and effect, but it is clear that there is a higher level of informal learning in Inner London than in all but three other regions, and that whereas nationally the figure for women's participation is lower than for men, 15% compared with 19%, in Inner London the figures are equal, at

19%. The proportion of ethnic minority groups engaged in informal learning is also high at 21%, but no higher than the national figures for ethnic minority groups.

Age, sex and class

The peak age-groups for informal learning are the younger ones. Nearly one-quarter of 20–24-year-olds are engaged in informal learning and in Inner London this figure is 28%. All age groups maintain quite a high level of informal learning, except (rather surprisingly) the over-65s.

Table 5.2: Percentage now engaged in informal learning - by sex and age group

	National	*Inner London*
All respondents	17	19
Sex		
Men	19	19
Women	15	19
Age		
17-19	16	23
20-24	24	28
25-34	21	23
35-44	19	24
45-54	18	14
55-64	14	17
65 and over	8	7

NB Percentages are horizontal

Table 5.2 shows the proportion in each sex and age group who are engaged in informal learning. In Inner London the same difference is noticeable between the learning behaviour of the skilled working-class and the unskilled working-class that we saw with formal study. While the highest proportion of informal learning is found among the middle and upper classes, where it rises to 31% in Inner London, the lowest proportion in Inner London is the skilled working class (12%), and in the country as a whole, the unskilled working class (11%) (Table 5.3).

Table 5.3: Percentage now engaged in informal learning - by social class and terminal age of education		
	National	*Inner London*
All respondents	17	19
Social class		
AB	27	31
C1	20	23
C2	16	12
DE	11	15
Terminal age of education		
Under 16	11	11
16/17	18	19
18 and over	26	34
Still at school, etc.	41	33
NB Percentages are horizontal		

Regional variations

What we do not know is whether informal learning is a preferred choice for many learners, whether they choose that method *faute de mieux*, or whether they choose it for some subject areas rather than others. The fact that the majority of informal learners are not studying formally as well as would seem to indicate a conscious preference. On the other hand, the figures for such participation are higher in some regions, e.g. the South-West and East Anglia, where geography makes access to conventional provision difficult (Table 5.4), but not in others, e.g. the South-East and Inner London.

Table 5.4: Proportion engaged in formal study and informal learning combined - by region

	All studying now/recently	*No current/recent study but learning informally now*	*All studying now/recently and/or learning informally*
Total	26	10	36
Greater London	27	9	36
South-East	25	12	38
South-West	30	12	43
East Anglia	25	13	38
East Midlands	23	9	33
West Midlands	35	8	43
Wales	25	8	32
North-West	32	7	39
Yorkshire/ Humberside	28	10	37
North	22	10	32
Scotland	11	9	21
Inner London	25	13	38

NB Percentages are horizontal

This is an area which requires further research to establish if people actually prefer informal methods of learning or whether there are barriers to access to conventional provision which cause them to choose informal learning *faute de mieux*.

It is also possible that social or cultural barriers to formal provision cause some groups, for example ethnic minorities, to choose to learn informally – the opposite of the hoped-for effect.

Subjects pursued through informal learning

It is clear that people choose informal learning for some subjects of study rather than others. Many of the subjects of informal learning are instrumental in their use, and will often relate to vocational purposes, as well as assisting in personal development or life enhancement. Learning about or how to use a computer is a clear example of this, and ranks as the subject most often mentioned, by one in five of all informal learners. Ten years ago, although many people had bought home computers, few people were actively using them. Over the decade, the situation has clearly changed. In 1988–9, 44% of 'large' families and 35% of 'small' families owned home computers (OPCS, 1991), and parents and other people in mid-career cannot be left behind the young in their competence with computers, even if their main use for them is as word processors. Foreign languages are also mentioned by a higher proportion of informal learners than formal students.

Table 5.5: Subjects of informal learning						
Base - all now learning informally = 100%	*National*			*Inner London*		
	Total	*Men*	*Women*	*All*	*Men*	*Women*
Subjects						
Computers	19	21	18	22	19	25
Foreign languages	12	13	11	21	21	21
Handicrafts	10	4	17	11	9	14
Musical instruments	10	12	8	9	15	4
Cookery	10	8	11	13	12	15
Other manual skills, e.g. car maintenance	5	8	2	4	9	-
Photography	5	5	4	3	2	4
Sports & physical activities	5	5	3	3	4	2
Typing/word processing skills	4	1	7	3	-	6
Other academic subjects	3	4	2	2	4	1
Drama/theatre/dance	2	2	3	4	1	7
Accountancy/finance/ book-keeping	2	1	3	2	1	3
DIY	2	2	2	2	1	4
Gardening	1	1	2	3	1	5
Other subjects	20	22	18	8	13	3

Other areas where informal learning is important are perhaps more predictable: handicrafts, learning a musical instrument and cookery are all mentioned by 1 in 10 of informal learners. The next group of subjects mentioned by around 1 in 20, includes photography, sports and physical activities and other manual and DIY skills. What is worth noting for its absence rather than its presence is any reference to health or health- related projects. Perhaps it is still not something that people learn about, but are told about by experts; or, perhaps, for some people it is subsumed under sporting activities or exercise! There is, not surprisingly in relation to a question like this, a particularly long tail of individual 'other' answers which have of necessity been grouped together in the normal manner.

Subject preferences in Inner London

Computing and foreign languages vie with each other for top place in Inner London. Twenty-five per cent of female informal learners mention computers, compared with 19% of men, and over one in five (21%) of both men and women mention foreign languages. For the rest of the subjects, the difference between the sexes is more pronounced than the differences between Inner London and the country as a whole. Appreciably more men are interested in musical instruments: are gigs and

groups really so male-dominated? Cookery is no longer a female preserve as far as informal learning is concerned. Women tend to engage in activities described as 'handicrafts', whereas men record a number of other manual skills – these are probably classificatory rather than real differences.

Table 5.6: Subjects of informal learning - by categories of learners

Base - all in category shown = 100%	*All now learning informally*	*Studying now and learning now*	*Not studying now but learning informally now*
Subjects			
Computers	19	21	19
Foreign languages	12	12	12
Handicrafts	10	6	11
Musical instruments	10	5	11
Cookery	10	7	10
Other manual skills	5	7	5
Photography	5	8	4
Sports & physical activities	5	5	5
Typing/word processing skills	4	6	3
Other academic subjects	3	4	3
Drama/theatre/dance	2	3	2
Accountancy/finance/ book-keeping	2	-	2
DIY	2	4	2
Gardening	1	*	1
Other subjects	20	20	20

Learning and 'leisure' choices

What is interesting is that some subject areas such as handicrafts and sports which featured strongly in the 1980 survey as subjects of formal study, now feature more strongly either as leisure activities or as subjects of informal learning. In some instances, as noted earlier, it would appear that people are redefining some activities as leisure rather than learning. In other instances, it is not clear whether the repositioning as informal learning is due negatively to a diminution in formal provision, or whether it is due positively to an increase in possibilities of alternative methods of learning and choice of delivery systems (Table 5.6).

Looking only at the small group who are both studying *and* learning informally now and comparing them with the people who are not 'studying' formally at all indicates that the former engage less in the general non-vocational areas and slightly more in the vocational areas. The differences between vocational and non-vocational areas also emerge clearly in relation to working status. Computing is being learned by more than double the number of working people as non-working people. By reverse, musical instruments and cookery feature high on the list of men, in particular, who are retired or unemployed (Table 5.7). Among women who are retired or not 'economically active', handicrafts are mentioned the most (18%), followed by foreign languages (17%).

Women working part-time are under particular pressure. It is interesting that nearly one-third of them are learning about computers, one in five are learning some form of handicrafts, but virtually none of them are learning languages. The figures for men working part-time are shown in brackets, as the sub-sample size is small.

Table 5.7: Subjects of informal learning - by sex and working status								
	Working status (men)				*Working status (women)*			
	All	*Full-time*	*Part-time*	*Other*	*All*	*Full-time*	*Part-time*	*Other*
Percentage now learning informally	19	22	37	13	15	22	16	11
Base - all now learning informally = 100%								
Subjects								
Computers	21	24	(25)	11	18	21	29	9
Foreign languages	13	13	(15)	13	11	9	1	17
Handicrafts	4	4	(-)	5	17	15	21	18
Musical instruments	12	8	(1)	25	8	4	4	13
Cookery	8	6	(22)	13	11	11	13	10
Other manual skills, e.g. car maintenance	8	9	(2)	5	2	2	3	-
Photography	5	4	(25)	4	4	4	1	6
Sports & physical activities	5	6	(-)	4	3	4	*	4
Typing/word processing skills	1	*	(-)	2	7	8	9	5
Other academic subjects	4	3	(-)	9	2	1	3	2
Drama/theatre/dance	2	*	(13)	3	3	3	1	4
Accountancy/finance/ book-keeping	1	1	(1)	1	3	4	3	1
DIY	2	2	(-)	3	2	1	3	1
Gardening	1	1	(-)	1	2	1	1	3
Other subjects	22	25	(13)	14	18	20	19	16
NB Small sample: percentages shown in brackets								

Summary

In summary, more people are trying to learn about or teach themselves something at the moment informally (17%) than are currently (i.e. now) participating in study (10%). There is some overlap between the groups who are learning informally and participating in study, and a much larger group, 26% in all, are defined as studying currently or recently, i.e. in the past three years.

This 26% excludes 10% out of the 17% of informal learners who are not engaged in current or recent study. So, eliminating the overlap, informal learning actually doubles the real numbers of people engaged in studying or learning now. Furthermore, the subjects of study are varied and include a large proportion of vocational subjects as well as non-vocational subjects, notably computers and foreign languages. There are now more people learning about computers and nearly as many learning foreign languages informally as there are through organised study.

6

Where, and for how long, do people study and learn?

Everyone currently studying or learning 'informally now' was asked how many hours a week they spent on learning or studying (Table 6.1). The answers indicate a significant time commitment for many people. Only one-third recorded as little as 1 to 3 hours a week, a further 20% 4 to 6 hours, and a further quarter between 7 and 20 hours. The figures for this question include the group who are still at school or studying full-time, which therefore inflates the average somewhat and shows up particularly in the Inner London figures. The distributions are, therefore, bi-modal.

Men are spending more time on their current studying or learning than women, and Inner London is spending more on studying than the rest of the country. Though women spend an average of an hour a week more on learning in Inner London than women elsewhere, men spend two-and-a-half hours more than men elsewhere! What is clear is that there is a large number of women (39% overall) who are studying at what would be a typical rate for someone attending an adult education class for an afternoon or evening a week. The average number of hours spent each week on studying and/or learning shows a clear downward trend as age increases (Table 6.2); whereas, with social class, one group – the lower-middle class – spends two hours more a week than the other three groups (Table 6.3). This group, as noted in Chapter 4, is particularly involved in vocational learning, and may well be, to use an old-fashioned term, learning to 'better themselves' or to improve their job opportunities. The average number of hours spent is affected in Inner London by the higher proportion still at school, etc.

In the middle years, hours of study show a higher average in Inner London. However, there is a clear decrease in the older age-groups, with an average of one-and-a-half hours lower than the rest of the country among the 65-and-overs. Older people tend to go to local classes near them for a morning, afternoon or evening a week, as do many women. Just under one-half of them record spending this traditional amount of time, hence the lower overall average. This fits well with the evidence of age-related participation mapped out in *Changing course* (ILEA, 1987).

Table 6.1: Number of hours spent each week on current studying and/or informal learning

Base: all studying now and/or learning informally now	National			Inner London		
	Total	Men	Women	All	Men	Women
Hours each week						
1-3 hours	32	26	39	25	22	29
4-6 hours	19	19	19	16	12	21
7-9 hours	8	8	8	8	7	9
10-12 hours	9	11	7	7	9	5
13-20 hours	9	10	8	11	13	9
21-30 hours	5	6	4	12	14	10
31 hours and over	6	7	6	6	8	5
Don't know/no information	11	13	10	14	15	13
Average no. of hours	9.32	10.08	8.41	10.86	12.43	9.42

Table 6.2: Average hours spent on studying/learning each week by age group

	Total	Inner London
All	9.32	10.86
17-19	14.46	19.50
20-24	14.17	13.65
25-34	9.76	8.23
35-44	7.07	7.96
45-54	6.18	6.34
55-64	5.47	4.88
65 and over	4.69	3.16

Table 6.3: Average hours spent on studying/learning each week by social class

	Total	Inner London
All	9.32	10.86
AB	8.50	11.64
C1	11.11	11.73
C2	8.85	10.56
DE	8.12	9.03

Excluding those people still in school or full-time study, it is interesting to compare the hours spent by the different groups of people currently studying or learning informally (Table 6.4). These data are difficult to describe as behind them probably lie at least two different patterns of answers, if not more. There is clearly a large group of people (column 3), who are learning informally, spending up to three hours a week on their *learning*. For them the mode value is 1 to 3 hours and the median is 4 to 6 hours. At the same time, there are people who are *studying* (column 2), where the mode value is 4 to 6 hours, and the median pushes into 7 to 9 hours. The figures show, for those who are studying and learning informally (column 1), the highest average of 9.74 hours a week, for those who are studying *but not learning* informally, 8.87 hours a week, and for those learning informally *but not studying*, 7.73 hours a week. All of this represents a serious personal commitment to learning, and it must be remembered that the commitment is for most people an addition to their normal working and family lives.

Table 6.4: Number of hours spent each week on current studying and/or informal learning

Base - all in category shown = 100%	*1 Studying now and learning informally*	*2 Studying now not learning informally*	*3 Not studying but learning informally*	*4 All studying and/or learning informally*
Hours each week				
1-3 hours	36	18	42	34
4-6 hours	18	24	19	21
7-9 hours	8	11	6	8
10-12 hours	11	13	7	10
13-20 hours	11	9	7	8
21-30 hours	7	6	3	4
31 hours and over	5	5	5	5
Don't know/no information	5	14	11	11
Average no. of hours	9.74	8.87	7.73	8.30

The same group of people were also asked a complementary question about the length of time they had been studying or learning about their current subject of study (Table 6.5). It was not possible, within the confines of this questionnaire, to interrelate all the subjects with these answers, and so the answers provide an indication of commitment rather than a detailed analysis of subject strength. The figures indicate that the majority of people are studying for over six months. More women than men are studying for shorter periods, i.e., both studying for fewer hours a week and for shorter time periods. Apart from the higher numbers of people studying at school or full-time in Inner London, the pattern is similar to the national one.

Table 6.5: Time period of current study/informal learning						
Base: all studying now and/or learning informally now = 100%	National			Inner London		
	Total	Men	Women	All	Men	Women
Time period						
Less than 3 months	17	15	20	16	13	19
3-6 months	21	20	22	15	13	17
7-12 months	10	9	11	9	10	9
1-2 years	16	16	17	15	19	12
Over 2 years	28	32	24	33	34	32
Don't know/no information	7	8	7	11	11	11

While older people commit fewer hours a week to study or learning, they make up for this in the length of the period over which they are studying or learning. Clearly they are no longer in a hurry (Table 6.6)!

Table 6.6: Proportion currently learning/studying informally for one year or more by age group		
	Total	Inner London
All	44	48
17-19	51	50
20-24	37	48
25-34	37	32
35-44	47	53
45-54	42	(49)†
55-64	55	(65)†
65 and over	65	(63)†
† small samples: percentage shown in brackets		
NB Percentages are horizontal		

Finally, in this section we make the comparison between the different groups of people who are currently studying or learning informally, or both. As with the previous question, two different patterns appear: (a) people learning informally for shorter time periods; (b) people studying for longer, or sometimes very long time periods.

It has not proved possible to identify any worthwhile comparative data on time spent on studying: questions have been asked in too varied a way (Table 6.7). Neither is there much other research data on where

people study. *Training in Britain. A study of funding, activity and resources. Individuals' perspectives* (Training Agency, 1989b) records the location of employer-funded training and shows 61% of employer-funded training taking place outside the employee's own work establishment. Twenty-five per cent of this training took place in colleges or other institutions of education, 24% of training took place in another part of the enterprise (17% took place on-the-job) and the rest was divided between a variety of venues.

Table 6.7: Time period of current study/informal learning

Base - all in category shown = 100%	*Studying now and learning informally*	*Studying now not learning informally*	*Not studying but learning informally*	*All studying and/or learning informally*
Less than 3 months	10	13	22	18
3-6 months	14	28	19	21
7-12 months	9	9	10	10
1-2 years	15	18	15	16
Over 2 years	47	22	28	28
Don't know	4	9	6	7

In the ACACE survey (1982a), two-thirds of men's courses were related to work, though only 12% were actually held at the workplace. Only one-quarter of women's courses were work-related and 16% took place at the workplace. In *Training in Britain*, the percentage receiving training in the workplace was 25%, but the sample was, as noted earlier, confined to economically active people.

Choice of study location

Over the last 10 years, the development of open and distance learning, aided by new technologies, has broken down some part of the traditional monopoly of delivery of conventional educational institutions. People now have more choice about where they study than they used to have. The vast majority of adult studying and learning is part-time and has to be fitted into people's lives and around their work and family obligations. The increase in the use of open learning for training in industry is motivated not just by the economy and effectiveness of its delivery but by the flexibility it provides to both learners and employers. There is clear evidence of this from the *Training in Britain* survey which emerges in relation to a number of different questions concerning people's willingness to consider undertaking vocational education and training in the future (Training Agency, 1989b, para. 147 *et seq.*).

Obstacles that were likely to deter people from training included the availability of time, particularly for people considering arranging their own training rather than having it arranged through employers. Finance was also a concern to this group. The report notes that:

Short part-time courses were most likely, and longer full-time courses least likely, to fall within people's acceptable limits if they were to arrange training themselves (Training Agency, 1989b, Para. 150).

Only 15% of all respondents would even consider short full-time courses of less than a month in duration and a mere 6% would consider full-time courses of a year or more (ibid., Para. 152).

The survey also considered attitudes to training based mainly on learning at home, and found that 61% of all those who would envisage undertaking training in the future would consider training based on home learning. This represents 36% of the whole survey population, though it is also worth noting the finding that the proportion is even higher among the better educated. (Para. 154) It confirms a clear shift of knowledge and attitude among many people towards home-based learning, a shift which will no doubt have been triggered not just by the arrival of new technologies and the activities of the Department of Employment: Training, Education and Enterprise Directorate and its predecessor bodies, but by the Open University and similar institutions.

An earlier research paper, 'Combining education with working life' (McIntosh and Woodley, 1978), considered the reasons why adults had chosen to study at the Open University rather than a full-time course:

From the results it became apparent that most were in good jobs and had family responsibilities. Those in work either did not want to disrupt their career by undertaking a period of full-time study or were unwilling or unable to suffer the consequent large decrease in income. Housewives could not contemplate full-time study because they had to look after their children. Another large group lacked the qualifications necessary for entry to a full-time course (McIntosh and Woodley, 1978).

There is no evidence to indicate that those reasons have changed significantly over this decade. The demand for the OU has not just continued at the same high level, but has in fact increased over the last years. It is ironic that at the same time, in the late seventies, the then Labour government's discussion document, *Higher education into the 1990s*, went on record as saying that: 'there was no evidence of any unsatisfied demand for part-time degrees' (DES, 1978). While it is clearly the ability to study part-time through the OU that is dominant, not all part-time provision is as well-supported and flexible as it might be.

Financing part-time study

What is more serious is the failure of policy-makers to get to grips with providing a proper framework of support for the financing and organisation of part-time post-school learning, clearly the preferred mode of study for the majority of adults, both for education and training. It is extraordinary that policy-makers and politicians are still able to plan and legislate for student loans limiting the discussion to full-time students, and thereby effectively to the young. Funding Councils and Institutions of Higher Education have not yet worked out adequate formulae to cope with part-time provision, nor has the country found

equitable ways to support adult learners at whatever level they are wishing to study: both of these are policy issues which NIACE has continued to argue for. It is this failure of policy which makes home-based study, often utilising open or distance learning methods, a more accessible and realistic option for many adult learners, even though it may not always be educationally the most desirable option.

The distinction between full-time and part-time students is in itself becoming more arbitrary and less clear. As increasing numbers of institutions adopt modular structures, and credits are accumulated and/or transferred in bite-sized pieces through Credit Accumulation and Transfer schemes, and such schemes are started at further education levels, for example the National Open College Networks Accreditation Scheme, as well as degree levels, then students can take on any workload they wish. The traditional measure for part-timers (0.2 full-time equivalent) may be suitable for some courses, but 0.5 will be more appropriate for others, for example where a full-time postgraduate one-year course is restructured so that it can also be completed in two years part-time.

Providers of courses

In 1980, students were asked (ACACE, 1982a) who had arranged the courses/classes they were following (Table 6.8). It was clear from the answers and their range that there was some confusion between those answering in terms of location and those answering in terms of organisation responsible. Despite this, the major providers of courses were quite clear, with place of work dominant for men, and adult education/evening institutes the most important providers for women.

Table 6.8: Who arranged the most recent course taken (ACACE survey, 1980)

Base: all current students	*1980*		
	Total	*Men*	*Women*
Evening institute/adult education centre	23	12	33
Further education/technical college	21	20	21
Place of work	19	31	9
University	4	5	3
Private tuition	4	1	6
Polytechnic	4	6	1
Correspondence course	4	4	3
Professional body	4	5	3
Community centre	3	1	5
Government training	2	2	1

NB Main organisers only listed

The confusion evident in the answers to this question makes it clear, as the ACACE report noted, that the role of such facilitating organisations as the WEA and the Women's Institutes are undervalued, as the evident ownership of the building may obscure the identity of the providing organisation.

On the other hand, reviewing some of the smaller groups recorded in 1980 makes it clear that there was already likely to have been a significant proportion of home-based learning at that time. The categories of private tuition, correspondence courses and some of the professional bodies are all effectively home-based study, as are some of the smaller groupings such as the Open University or BBC/ITV-led courses (ACACE, 1982a).

The NIACE survey, which asks about the location of current/recent studying or informal learning in a more unequivocal manner, records a much higher level of home-based learning than might have been expected and a somewhat lower level of workplace-based learning (Table 6.9). The formal educational institution remains the dominant provider, with one-third of all current/recent students and/or informal learners attending a college/university/adult education centre, etc. One-quarter of the group were learning at home from a book, and a sizeable group (11%) were learning at home from a prepared course.

Table 6.9: Where current/recent studying/learning took place

Base: all studying now and/or learning informally now = 100%	National			Inner London		
	Total	*Men*	*Women*	*All*	*Men*	*Women*
Place of learning						
At a college/university/adult education centre	39	29	40	32	27	35
At home: from a book	26	29	23	27	30	25
At home: from a prepared course	11	12	11	13	13	13
At home: from TV	2	2	2	2	3	1
Total at home	*39*	*43*	*36*	*42*	*46*	*39*
At work	15	18	12	10	11	9
At a training centre	7	8	5	5	5	5
From friends/family	4	3	4	5	7	3
With an informal group	2	2	2	3	3	3
School	2	1	2	3	3	3
Other place	5	5	4	4	5	3
Don't know/no answer	10	9	11	14	12	16

NB Some respondents mentioned more than one place

More women than men study at conventional educational institutions, particularly in adult education, a trend which other research, cited earlier in the report, has noted. More men than women nationally are learning at work, a trend that also tallies with figures discussed earlier, though the samples and questions cannot be directly compared. There is more home-based and less workplace studying/learning in Inner London than elsewhere, particularly among men. This ties in with the figures given in *Training in Britain: employers' activities* (Training Agency, 1989a) quoted earlier, which record London as the region with the lowest number of days of training given per employee (Table 6.9).

Table 6.10 makes explicit the bias in conventional provision towards the younger age-groups. Learning at work has, quite surprisingly, a flat profile for all the age-groups except the young and the over-55s. While studying at home – from a book, as would be expected – increases steadily with age, the peak age-group studying at home from a prepared course (17%) is the 25–34s. This 'group' is one which is likely to be under pressure to perform both at work and at home.

Table 6.10: Where current/recent studying/learning took place by age-group

National	*At an educational institution*	*At work*	*At home: from books*	*At home: from a prepared course*
17-19	67	11	8	3
20-24	39	18	21	7
25-34	32	18	28	17
35-44	25	18	29	13
45-54	30	17	29	13
55-64	28	7	36	11
65 and over	27	3	35	9

NB Percentages are horizontal

Evidently, some locations of study are linked to some types of courses, or putting it the other way around, some educational structures deliver more formal courses while other structures and locations deliver a wider variety of learning opportunities. Table 6.11 demonstrates these linkages, and also overlaps. The question that was asked was 'where are/were you learning this (most recent subject of study)?'

A number of people responded, not surprisingly, with more than one location, and it is quite clear that learning takes place in a wide variety of places and is certainly not the monopoly of conventional educational institutions. To map this out more accurately, and eliminate the confusion between organisers and providers and physical locations of study or learning, would require a more extensive research exercise than it has been possible to engage in on this occasion. The trends are, however, clear and as post-school educational opportunities open up to wider age-groups exercising their own choice as adult learners, the role

of the formal educational institution as the main deliverer of provision may well decrease even further, and new patterns in which both employers and institutions make provision to suit the convenience of learners of all ages should emerge.

Table 6.11: Where current/recent studying and/or informal learning took place by type of learner

Base: all in category shown = 100%	*Total*	*Studying now and learning informally*	*Studying now not learning informally*	*Not studying now but learning informally*	*All studying and/or learning informally now*	*All studying now/ recently and/or learning informally*
Place of learning						
At a college/ university/adult education centre	34	45	45	17	28	34
At home: from a book	26	34	15	47	36	26
At home: from a prepared course	11	18	17	10	13	11
At home: from TV	2	9	3	2	3	2
At work	15	14	18	18	17	15
At a training centre	7	10	7	3	5	7
From friends/ family	4	3	1	7	5	4
With an informal group	2	1	1	4	3	2
School	2	1	3	2	2	2
Other place	5	5	6	5	6	5
Don't know/no answer	10	2	6	5	5	10

7

Invisible or ignorant: who are the providers?

For many people, going to a class in their own area remains the best and, indeed, the preferred way of learning. Knowing about local opportunities for classes and who arranges them is an important link in the chain of participation. In the 1980 ACACE survey, over one-half of the population did not know, in answer to an unprompted question, who arranged classes for adults in their area. In 1990, this figure has dropped in the country as a whole to 41%, though men (43%) were slightly less well-informed than women (40%). In Inner London, however, the proportion not knowing remains over one-half overall, with 6 out of 10 men not knowing who arranged local classes (Table 7.1).

In 1980, local classes were mainly thought to be arranged by, in descending order:

- the local education authority or council (20%)
- the further education college or technical college (15%)
- evening institute or adult education centre (13%).

In 1990, the order was as follows:

- the further education or technical college (26%)
- evening institute or adult education centre (15%)
- the local school (10%)
- the local education authority/council (9%).

Awareness of providers

In 1980, the question was asked both in a spontaneous (unprompted) and in a prompted form. In its prompted form, some providers achieved much higher mentions, particularly those where there may quite well be confusion between the people providing the buildings and the people providing the courses. In 1980, for example, in response to the prompted question, 11% mentioned 'community centre', 10% 'Women's Institutes or other women's organisations', 9% 'a sports centre', 6% 'the WEA'. None of these rated unprompted mentions to speak of.

The main difference in terminology that appears between 1980 and 1990 is the description of the 'local school' as separate from the local education authority or council. Grouped together, the numbers for this category are similar in 1990, with 19% mentioning one or other of these. The main difference nationally over the decade, which is prob-

Table 7.1: Spontaneous awareness of who arranges courses in local area

	1980			1990					
				National			Inner London		
	Total	Men	Women	Total	Men	Women	All	Men	Women
Classes arranged by:									
Local education authority/council	20	21	18	9	10	9	14	14	14
Local school†				10	9	11	5	3	7
Further education college/technical college	15	16	14	26	27	24	10	9	12
Evening institute/adult education centre	13	13	13	15	13	16	20	16	23
Community centre	2	1	2	5	4	5	2	2	2
University/extra-mural dept/polytechnic/OU	1	2	1	3	4	2	3	3	3
WEA	1	1	1	1	1	1	1	-	1
DES/government	1	1	1	-	-	-	-	-	-
Women's Institute/ Townswomen's Guild	1	*	1	*	*	1	*	-	*
Sports centre/leisure centre	1	1	*	1	1	1	1	1	1
Trades union	*	1	*	*	*	-	*	*	-
Others	2	2	2	3	3	3	3	2	3
Don't know/none	54	52	55	41	43	40	53	59	49

†Not separately recorded in 1980

ably substantive, is the increase in awareness of local technical and further education colleges as providers for adults: this is now the highest category named (26%). While this increase is in part likely to relate to the increased interest in pursuing vocational courses, it also reflects the opening up of further education from its traditional 16–19 clientele to the whole adult age-range.

While Inner London does not score highly in overall knowledge of who arranges classes, it is clearly known for its provision through evening institutes and adult education centres, and particularly so among women. Knowledge of classes provided is 10% higher among women in Inner London than among men, and one-quarter of all women in Inner London know that such institutes and centres are providers. It is more important for the future, however, to speculate as to why men in Inner London are apparently so ill-informed.

Table 7.2	**I Proportion not aware of who arranges classes locally (by region - 1980 and 1990 compared)** **II Proportion ever attending classes locally**		
	I		II
	Not aware of who arranges courses for adults locally		*Ever attending classes for adults arranged locally*
	1980	*1990*	*1990*
National	54	41	27
Region			
East Anglia	72	48	31
Yorkshire/ Humberside	71	45	26
North-West	61	36	30
South-West	55	37	25
South-East	50	37	27
Greater London	50	47	24
Wales	49	47	24
West Midlands	48	43	29
North	43	43	29
East Midlands	41	48	29
Scotland	N/A	35	22
Inner London	N/A	53	22
NB Percentages are horizontal			

Regional variations in awareness

In addition to the general increase in knowledge, there is a levelling out between the different regions. In 1980, the most 'ignorant' region was East Anglia, with 72% not knowing any local arrangers of provision, followed by Yorkshire/Humberside at 71%. The range between the worst informed and the best informed region (East Midlands) was 31%. In 1990, Scotland had the lowest proportion unaware of the people who arrange classes locally (35%), followed by the North-West (36%) and the South-East and the South-West (37% each). The least informed was again East Anglia, joined this time by the East Midlands, but the range from top to bottom was only 13% (Table 7.2 I).

Take-up of provision

A follow-up question was asked of all respondents as to whether or not they had ever attended these classes in their area, but without putting any time boundaries on the question. The answers to this question are, therefore, more likely to produce answers providing *relative* differences in participation rather than absolute measures of take-up, and the sample sizes are too small to yield reliable information for more detailed analysis of local provision by region.

Just over one-quarter (27%) claim to have ever attended local classes. However, there appears to be no systematic relationship between knowledge of local arrangers of provision and participation in these local classes. Indeed, the reverse is sometimes the case. East Anglia, which had the lowest level of awareness both in 1980 and 1990, has the highest proportion of claimed participation (31%)! Scotland has the lowest proportion of claimed participation at 22%.

As noted earlier, more women than men will have sought their adult learning opportunities through local provision and Table 7.3 shows clearly the higher level of participation among women (30%) compared with men (23%). While women's participation in Inner London is only just lower than women nationally, men in Inner London record an appreciably lower rate. Any cut in local provision, however, is likely to affect women more, since they normally have fewer alternative options for learning than men.

As in earlier analyses of educational participation, it is the higher social classes and those who stayed at school longer who also participate at a higher rate in classes locally. More than double the proportion of the upper class (AB) has ever attended classes locally compared with the unskilled working class (DE) (Table 7.3).

Table 7.3: Proportion ever attending classes for adults arranged locally

	National	*Inner London*
All respondents	27	22
Sex		
Men	23	16
Women	30	28
Age		
17-19	27	23
20-24	22	16
25-34	27	21
35-44	35	30
45-54	27	26
55-64	26	26
65 and over	21	19
Social class		
AB	40	35
C1	33	27
C2	24	20
DE	17	14
Terminal age of education		
Under 16	21	17
16/17	28	23
18 and over	37	31
Still in school, etc.	33	30

NB Percentages are horizontal

The low level of participation by men in locally arranged adult classes in Inner London mirrors their lack of knowledge of provision. It cannot merely be explained in terms of traditional attitudes to the provision of adult education and needs to be given priority in future planning.

The age-groups where participation is highest are those in the middle years, the time of life when there is likely to be a premium on 'local' provision.

Ethnic minority participation

A particular interest of this study was to obtain evidence about the use of educational opportunities by people from different ethnic backgrounds. Even with a large national sample the numbers of such groups are small. Their level of awareness of organisers of classes locally is clearly lower than that of the indigenous population, particularly among people from the Indian sub-continent and other non-white groups. The highest level of knowledge is found among non-Caribbean blacks. Balancing this, and in contrast to the whites, a higher proportion relative to those who know about them have ever attended these local classes.

Table 7.4: Proportion aware of who arranges classes locally and attendance at those classes - by type of residential neighbourhood and ethnic background

	% aware of who arranges courses locally		*% ever attending classes for adults arranged locally*	
	National	*Inner London*	*National*	*Inner London*
All respondents	59	47	27	22
Residential neighbourhood				
Rural	58	-	27	-
Council-owned	55	44	22	18
Multi-racial areas	48	42	18	22
All other areas	61	51	29	26
Ethnic background				
Black - Caribbean	42	33	23	14
Black - other	53	41	39	30
Indian sub-continent	34	39	19	19
Other non-white	28	30	24	13
All non-white	37	35	22	18

NB Percentages are horizontal

The level of awareness of classes locally in Inner London is lower than the country as a whole, and the take-up among non-whites in Inner London is also lower, particularly among people from the Indian sub-continent. It is higher among the non-Caribbean black groups. A classification by type of residential neighbourhood indicates clearly the interaction between where people live and their knowledge of and take-up of local opportunities. The ratio of take-up to awareness is roughly 1 to 2 for the bulk of the population. It drops to 1 to 2.5 in residential areas which are mainly council-owned and in multi-racial areas, except for multi-racial areas in Inner London, where, encouragingly, it is higher, at just over 1 to 2.

Summary

In summary, over the last 10 years there has been an overall increase in knowledge of the organisers of local classes for adults and this increase has reduced the differences between awareness in different regions of the country. There is no clear relationship between knowledge of arrangers of classes and participation in them, though clearly knowledge is an essential prerequisite to participation. Women, as a group, use local opportunities at a significantly higher rate than men. Apart from this, participation continues to be most affected by prior education and social class. Such evidence as there is indicates that knowledge of local opportunities among people from different ethnic backgrounds is much lower than that among the indigenous population. However, relative to the proportion that do know about them, the proportion taking up these opportunities is higher than among white people. This points clearly to the value of an informational campaign locally tailored to the needs of these groups.

8

Patterns of learning and leisure in Scotland, Wales and the English regions

It is extremely difficult to interpret the regional differences which are shown in the current survey, as there are no matching nationally gathered figures for regional provision against which they can be measured and compared. Chapter 3 considered such information as there was in relation to current participation and concurred with the *Training in Britain* survey's view that the 'regional variation in vocational education and training is paralleled by wide disparities in public educational opportunities offered to adults in community education' (Training Agency, 1989b). ACACE's comment in *Continuing education: from policies to practice* (ACACE, 1982b) that there are regional imbalances 'probably because the most prosperous regions contain a larger proportion of the most educated' now looks somewhat naive 10 years later on. While prosperous regions have cut provision, other less prosperous ones have maintained their commitment. There has been an increase in mature students entering higher education, particularly those studying part-time in polytechnics. There is also an increase in the number of adults in further education. Training provided by employers varies widely across the country, and is usually available only on a selective basis. Traditional adult education provision is coming under increasing financial pressure and is being cut in a number of areas. In some areas, adult basic education is the only specific adult provision to survive. CIPFA figures, as noted in Chapter 3, record both further education and adult education provision for the majority of local authorities, but not all of them. The proposals in the White Paper, *Education and training for the 21st century*, to move further education out of local authority control and cease support for much of adult education described as 'for leisure' (Department of Education and Science/Employment Department Group, 1991) will further fragment and damage the structure. It will also make any attempt to engage in overall comparisons even more difficult.

Nobody wishes or expects structures to be uniform over the whole country. Demographic, geographical and labour market circumstances vary, as do cultural backgrounds and attitudes to education. It is reasonable, however, to expect some degree of equity in provision in relation to choice, access and quality from region to region.

Even with a sample of over 4,500 interviews, while it is possible to

make comparisons between regions it is not really possible to make demographic and other comparisons inside regions, particularly for questions which are, by definition, only answered by a sub-set of the sample, e.g. questions concerning current participation in learning. This chapter confines itself to attempting to draw attention to the highs and lows of activity in respect of leisure, knowledge of opportunities and current learning to see if this adds to the general picture we have been drawing.

Comparisons with the nations of Scotland and Wales have been included with the English regions as the sampling and interviewing were carried out under exactly the same rubric. While detailed analyses for Scotland and Wales have been carried out and are separately available, the sub-samples of those currently involved in learning are too small to be statistically useful, as the overall comparisons presented in this chapter make clear.

Table 8.1: Leisure and other activities by region

	% noting specified main leisure activity				*% visiting library once a week*	*% attending place of worship once a week*
	Reading	*Social activities*	*Sporting activities*	*Handicrafts*		
Total - all respondents = 100%	51	46	40	34	10	13
Region						
Greater London	53	52	39	29	11	15
South-East	54	47	39	38	8	12
South-West	55	42	44	40	8	13
East Anglia	50	32	33	42	13	14
East Midlands	44	50	40	36	8	10
West Midlands	49	51	43	33	9	11
Wales	50	42	43	32	11	12
North West	55	43	40	31	10	17
Yorkshire/ Humberside	47	50	42	32	10	9
North	51	51	37	33	11	12
Scotland	44	41	39	25	11	16
Inner London	55	55	43	26	14	16
Range (excluding Inner London)	11	20	11	17	5	8

NB Percentages are horizontal

Main leisure activities

There are wide variations in the main leisure activities and interests recorded in different regions. Table 8.1 records four of the main ones: reading, social activities, physical sports and handicrafts. Reading, the highest listed activity, is mentioned by 51% of the group sampled. The regions showing the highest level of reading (55%) are the South-West and the North-West. The lowest level is shown by the East Midlands and Scotland, 11 points lower at 44%. Inner London is also high, at 55%. Greater London shows the highest level for social activities (52%), with the West Midlands and the North at 51%. At the lower end come the more rural regions with greater geographical distances: East Anglia is particularly low at 32%, followed by Scotland at 41% and the South-West and Wales at 42%. Handicrafts, a more generally available set of activities, also displays a large range, with East Anglia making up for its low social activities with the highest mention of handicrafts (42%), followed by the South-West with 40%. More surprisingly, the lowest region for handicrafts is Scotland (25%), with Greater London only slightly higher (29%). Sporting activities show less variation, only 11 points between the top and the bottom, with the South-West top at 44%, followed by the West Midlands and Wales at 43% and the North at the bottom at 37%.

The survey asked about a number of cultural and other activities such as attendance at libraries, concerts and cinemas. Two such measures have also been included in Table 8.1, and it is interesting that the range of variation between regions is much less in relation to these activities. Ten per cent of all respondents say they visit a 'public library each week'. The highest-scoring region is East Anglia at 13% (which also shows quite a high figure for reading) and the lowest, with three regions sharing the distinction, are the South-West and the East Midlands (all at 8%). Inner London is in fact the highest (sub) region at 14%. Thirteen per cent of all respondents say that they attend a place of worship once a week, a figure that tallies with other national surveys. The highest region for church going is the North-West at 17%, followed by Scotland and Inner London, both at 16%. The lowest region, at 9%, is Yorkshire/Humberside, followed closely by the East Midlands at 10%.

Awareness, availability and use of provision locally

The largest group of adults who are currently studying are doing so through an educational institution, and for most of them this will be local to where they live. It goes without saying that the first pre-requisite for participation is the availability of appropriate provision, which is, of course, variable across the country. The second pre-requisite is for potential learners to know about appropriate provision.

Table 8.2: Awareness of local organisers of classes for adults and desire to learn in future, by region

	% aware of organisers of classes	% aware of further/ technical colleges as organisers	% aware of evening institutes/ adult education centres	% aware of local school	% ever attended class at local centre	% would like to learn about new subject
Total - all respondents = 100%	59	26	15	10	27	47
Region						
Greater London	53	14	21	8	24	50
South-East	63	25	21	8	27	48
South-West	63	25	14	9	25	54
East Anglia	52	23	22	6	31	48
East Midlands	52	27	6	7	26	47
West Midlands	57	29	8	12	29	49
Wales	53	18	11	12	24	53
North-West	64	35	15	15	30	46
Yorkshire/ Humberside	55	22	15	5	26	41
North	57	32	11	10	29	47
Scotland	65	32	5	18	22	38
Inner London	47	10	19	6	23	49
Range	13	21	17	13	9	16

Table 8.2 looks at awareness of local organisers of classes across the English regions, Wales and Scotland, what proportion of the population say that they have ever attended these local classes and the proportion who would like to learn about subject(s) they have not previously been able to.

The overall proportion of people who are aware of the existence of local organisers of classes for adults is now quite high at 59%, but the range between the highest and the lowest is 13 points. At the top end, 65% of the well-educated Scots know of local provision, followed by the North-West (64%) and the South-West and South-East at 63%. The East Midlands and East Anglia share bottom place at 52%, though it should be noted that Inner London is even lower in terms of knowledge, at 47%. Translated into knowledge of specific types of organisational providers, this produces, as one might expect, greater variation between regions, which is likely to reflect the existence of actual provision on the ground.

Around one-quarter overall are aware of further education and technical

colleges as providers of local courses for adults. The variation between regions is large, and the highest-scoring region, the North-West, ranks at 35%, followed by Scotland and the North, both at 32%. Greater London is the lowest at 14% (with Inner London as a sub-set even lower at 10%). Clearly, adults in Inner London do not consider that further education is for them, but, presumably, rather more for its traditional clientele, the young. By reverse, Greater London and the South-East (21%) are second only to East Anglia (22%) in their mentions of evening institutes/adult education centres as local providers (Inner London also ranks high at 19%). Variations between regions are again high, reflecting differences in policy and provision as well as knowledge. Scotland records the lowest mention of adult education/evening institute provision (5%), followed closely by the East Midlands (6%) and the West Midlands (8%). Scotland, of course, uses the term 'community education' actively and apart from recording the second highest mention for further education/technical colleges, records by far the highest level of mentions of local schools as providers (18%). Other regions to mention local schools at a high rate are the North-West (15%) Wales (12%) and the West Midlands (12%). Yorkshire and Humberside (5%) and East Anglia (6%) are the lowest.

There is no clear relationship between awareness of local organisers of classes for adults and whether people have ever attended their local centre. Indeed the opposite appears the case! East Anglia, for example, has the lowest percentage aware of organisers overall, the highest percentage mentioning adult education/evening institutes and the highest percentage ever attending them. Scotland, on the other hand, has the highest percentage of overall awareness, the highest mention of local schools and the lowest percentage ever attending them. Maybe the Scots, having received a better initial education, feel it less necessary to continue as adults, in contrast with other regions. The North and the West Midlands also have higher percentages attending local centres (29%), with Wales and Greater London at the bottom end (24%). The range is much less for attendance at classes than it is for knowledge of who organises, an encouraging, but surprising point.

Desire to learn

Table 8.2 also shows the regional variations in people's expressed desire to learn about new subjects they have not previously learned about. For the majority of people, who will be studying part-time in local centres, near where they live, access to regional and local pro- vision, its variety and its quality will be the key to their future participation.

The expression of a desire to learn varies across regions much more than stated attendance at local centres. The range is 16 points compared with 9, nearly double. The South-West is the highest (54%) followed by Wales (53%) and Greater London (50%). At the bottom end is Scotland at only 38%, followed by Yorkshire/Humberside at 41%. All the other regions cluster around the overall proportion for the country as a whole (47%).

Informal learning

The desire to learn in the future can be pursued in a variety of ways, either through studying through national or local provision, or by learning about something informally at home. Table 8.3 looks at patterns of informal learning by region, and then considers where people are currently studying. The variation between regions in relation to informal learning is smaller (10 points), and very close to that for local attendance. The region with the highest proportion of informal learners is the South-West (21%), followed by East Anglia and the South-East (both 20%). (Inner London is also high at 20%.) The region with the lowest proportion is Scotland (11%). Taking the narrower group of those who are only learning informally shows the same three regions, the South-West, East Anglia and the South-East, as the highest at 18%, and Scotland and Wales as the lowest at 10%.

Table 8.3: Informal learning and where learning takes place, by region

	All learning informally	*Only learning informally*	*All studying now/in past 3 years and/or learning now*	*Where study takes place*			
				At a college /institute	*At work*	*At home from book*	*At home from prepared course*
Total - all respondents = 100%	17	14	36	34	15	26	11
Region							
Greater London	17	14	36	34	12	24	12
South-East	20	18	38	30	17	30	10
South-West	21	18	43	36	17	30	8
East Anglia	20	18	38	34	20	35	9
East Midlands	15	13	33	32	16	31	14
West Midlands	17	13	43	37	18	18	13
Wales	16	10	32	36	7	26	10
North-West	15	11	39	46	14	27	13
Yorkshire/ Humberside	17	14	37	33	18	25	13
North	19	17	32	26	11	25	9
Scotland	11	10	21	25	13	20	11
Inner London	20	16	38	32	9	27	13
Range	10	8	22	21	13	17	6

NB Percentages are horizontal

It is curious that Scotland, which displays a high level of knowledge of local opportunities, displays a low level of past attendance, and of desire to learn about new things in the future. This point is considered again later in the chapter.

Overall participation

Chapter 3 looked at current and recent participation in study, including those in the sample who were still in school/full-time study, and demonstrated that there were wide regional variations. When informal learning is included with current/recent non-full-time studying, the regional variation reduces somewhat (from 25 to 22 points), but the range is still great, and is difficult to understand or explain. Adding in informal learning maintains the West Midlands at the top of the table for overall participation, but brings the South-West up to join it at 43%. The North-West takes third place (39%), followed by East Anglia and the South-East at 38%, both regions brought up by the high proportion of people learning informally only. Scotland maintains its position at the bottom of the table, though its proportion of informal learners is high in relation to its current/recent participants in formal study.

Location of learning

The location of learning for the largest group of people is still the educational institution, whether it be a college, university, polytechnic or adult education centre. This group also shows the widest variation between regions of 21 points. The region with much the highest proportion studying at an educational institution (46%) is the North-West, which tallies with the North-West being the most aware of the further education/technical colleges as providers. After the North-West, there is a sizeable drop, with the West Midlands (37%), the South-West (36%) and Wales (36%) following on. The North (26%) and Scotland (25%) are the lowest, even though they clearly know of them as providing opportunities.

While one-third of all respondents learn in an educational institution, one-sixth learn at work. The region recording the highest proportion of workplace-based learning is East Anglia (20%), followed by the West Midlands and Yorkshire/Humberside (18%). The lowest is Wales (7%), with the North (11%) just above. There does not seem to be any obvious relationship between these figures and the regional figures in the *Training in Britain* report on employers' activities (Training Agency, 1989a), which show Wales with the highest proportion of employees receiving training *at work* (31%), followed by the North and Yorkshire/Humberside (30%) and London with the lowest (25%): almost the opposite of the NIACE findings. It is a pity that the *Training in Britain* report on individuals' perspectives (Training Agency, 1989b) did not include a regional analysis, as this would have provided more comparable data.

An interesting new perspective and one which clearly relates to informal learning is derived from the group of people who say that they are studying or learning at home from a book or a prepared course. It was possible for people to give more than one answer to this question, and indeed some people are studying as well as learning, or learning about

more than one subject. The proportion learning at home from a book over the country as a whole is one-quarter, but the range is quite large, at 17 points, with East Anglia, among the highest for informal learning, being clearly the highest for learning at home from a book (35%). The next highest regions are not, as one might have expected, the other geographically remote areas, but include the East Midlands (31%) and the South-East (30%), as well as the South-West (30%). The lowest region in the category is the West Midlands (18%), followed by Scotland (20%). One in 10 of all current/recent learners say that they are studying at home from a prepared course. This proportion, interestingly, varies even less across the country than the proportion who said they had ever attended local classes. The East Midlands is the highest region (14%), with the South-West the lowest (8%), followed by East Anglia and the North (9%).

Current and past participation related to desire to learn

Finally in this chapter on regional differences, Table 8.4 shows current and past participation for each region analysed by the proportion who would like to learn about something new in the future or not. Taking the most negative group first, those who are not studying or learning now nor have done so in the past three years and do not wish to learn anything new in the future, shows Scotland as the most 'wantless' (54%), followed by Yorkshire/Humberside at 41%. The region with the lowest negative proportion in the non-participant group is the South-West (29%); the West Midlands is only slighter at 30%. It is more encouraging to look at the non-participants who would like to learn: there are over 40% of these, 27% of the whole sample, and they should reflect something about previous educational disadvantage. Wales is the highest region in this category (32%), followed by the North (31%) and the East Midlands (30%). The lowest is Yorkshire/Humberside (22%).

Splitting the group of people (14% overall) who are learning informally now but not studying into the same two groups brings out a different pattern of regions. The three regions with the highest proportion of informal learning only, South-East, South-West and East Anglia, also contain the highest proportion of those who would like to learn about something new. Wales and Scotland, with the lowest proportion of informal learners, have the lowest negative proportions, i.e. people who do not wish to learn. The highest 'wantless' regions among the informal learners are East Anglia and the North.

Splitting the largest group, over one-third of the total sample, who are current or recent study participants into people who would like to learn about something new and people who would not produces 20% overall who would and 16% who would not. The South-West, which with the West Midlands has the highest current participation rate, also has the highest proportion who wish to learn in the future. It is followed by Greater London (23%) and East Anglia and the West Midlands (22%) (Inner London also ranks at 22%). Scotland has the lowest proportion of current participants who wish to learn about something new (13%), followed by the North (16%).

Table 8.4: Current and past participation analysed by desire to learn in the future, by region

	Not studying now/recently/not learning now			*Not studying now but learning now*			*All studying now/in past 3 years and/or learning now*		
	All	*but would like to learn*	*and would **not** like to learn*	*All*	*and would like to learn*	*and would **not** like to learn*	*All*	*and would like to learn*	*and would **not** like to learn*
Total - all respondents = 100%	64	27	37	14	8	6	36	20	16
Region									
Greater London	64	27	37	14	8	6	36	23	13
South-East	62	37	3	18	10	8	38	21	17
South-West	57	29	29	18	10	7	43	25	17
East Anglia	62	27	35	8	9	9	38	22	17
East Midlands	67	30	37	13	7	5	33	17	16
West Midlands	57	27	30	13	8	6	43	22	21
Wales	68	32	36	10	6	3	32	21	12
North-West	61	25	36	11	6	5	39	21	17
Yorkshire/ Humberside	63	22	41	14	7	7	37	19	18
North	68	31	37	17	7	9	32	16	16
Scotland	79	25	54	10	7	3	21	13	8
Inner London	62	27	35	16	10	6	38	22	16
Range	22	10	25	8	4	6	22	12	13

NB Percentages are horizontal

Surprisingly, the West Midlands, with the highest participation rate, also has the highest proportion who do not want to learn anything new (21%). Most of the other regions cluster around the national figure, with the exception of Scotland, Wales and Greater London, who have fewer 'negative' people.

Summary

It is difficult to draw very clear pictures of all the regions from the mix of information. Some areas emerge positively, such as the South-West and East Anglia, and some emerge negatively, although usually not in all respects, as with Scotland and Wales. Some clearly do present a mixed profile, for example Greater London, or indeed no clear profile at all.

Scotland is a particularly interesting case, where the NIACE survey

shows a higher level of non-participation than the most recent Scottish survey quoted in McGivney's review of non-participation (McGivney, 1990). The Scottish survey reported 58% as non-participants, and was 'less' optimistic about their future interest in learning: 'Attracting back into education and training those who have not previously participated in it will be difficult. Our data do not suggest that there is a latent demand among non-returners' (Munn and MacDonald, 1988). Twenty-five per cent of the 'non-returners' in their sample expressed an interest in educational opportunities. This figure is identical to that in the NIACE survey for those non-participants who would like to learn about something new! They went on to identify a lower figure, 8%, as 'potential returners' – people who had made enquiries about courses but had not participated.

What is curious about Scotland in comparison with some other regions is that while those questioned have a very reasonable knowledge of providers, and are not against learning in the future, they appear to have little positive desire to learn, even though they are clearly aware that the opportunities are there. This is in contrast to some other regions, where there is a desire to learn, and the types of opportunities available cause people to choose certain learning routes rather than others.

9

What people would like to learn about

Up to this point, the study has been concerned with existing and past patterns of behaviour in relation to adult learning. A major concern of the 1980 ACACE survey was to try to identify future and unmet needs, particularly at different stages in people's lives. In 1980, people were asked, among other questions about needs, about any subjects they would like to learn about, but had never previously done. Sixty per cent of men and 63% of women responded positively to this question and named subjects they would like to study. In 1990, in response to a virtually identical question, 'Is there anything you would like to learn about but have not been able to?', and presented with a virtually identical set of pre-codes, the proportion responding positively is much lower, though the pattern of sex differences is the same as in 1980.

Table 9.1: Proportion who would like to learn about something: 1980 and 1990 compared

	1980	*1990*	
		National	*Inner London*
All respondents	61	47	49
Men	60	46	45
Women	63	48	53

It is not easy to explain this sharp overall decrease in expression of learning needs, particularly since the largest group, 'foreign languages', is mentioned by the same proportion, one in five, as in 1980. Apart from foreign languages, most subjects show a drop in mentions. The next highest mentions are for domestic arts (9%), creative arts (8%), engineering/science (8%), music (8%), carpentry/woodwork (6%), professional/work-related subjects (5%), computer studies (5%), physical sports (5%), secretarial/commercial subjects (5%) and arts and culture (5%). The decreases are more marked in leisure and other non-vocational subjects than in vocational areas, and this may prove the key to understanding this change in pattern. We noted earlier the possibility that people are redefining 'leisure' so that the term now includes some subjects previously thought of as 'learning', and excludes some domestic activities now considered as 'functions/duties' rather than leisure. At the same time, the subjects that have remained

stable or increased tend to be mainly vocational subjects rather than general, non-vocational cultural and leisure subjects, such as computer studies and professional/work-related studies. Furthermore, the desire for learning in the future tends to take a broader form and be less narrowly confined to shorter-term vocational concerns, particularly as people get older. If these areas include ones which are now generally being defined less as learning and more as leisure, then this may also explain some part of the decrease.

It is interesting that the rank order of subjects in 1990 remains almost identical to that in 1980, even though the current scale of mentions is lower. Since the stability of many of the other comparisons is clear, and since the 1990 survey produces data which are comparable to other current national studies, e.g., in respect of church attendance, there is no obvious reason why we should not similarly trust the overall pattern of answers to this question.

It is clear that there continues to be a substantial latent demand overall for arts and crafts, cultural and leisure subjects, and that there is a need for adequate provision to be maintained across the broad sweep of adult and continuing education opportunities. As we have learnt from other areas of educational provision for adults, supply feeds demand rather than the other way around and it is important for people's latent demand to be stimulated by overt and effective supply, as can be seen from the experience of the Open University. It is particularly important to maintain general provision, as the social and demographic trends of increased early retirement, unemployment and longer active old age are likely to increase need and demand, not decrease it.

Table 9.2: Subjects people would like to learn about but have not been able to

Base: all wanting to learn about subjects not previously studied = 100%	1980			1990					
				National			Inner London		
	Total	Men	Women	Total	Men	Women	All	Men	Women
Subjects									
Foreign languages	21	23	20	22	22	22	22	23	21
Domestic science/dress-making/childcare	19	2	33	9	2	16	14	6	19
Art/painting/sculpture/pottery	14	11	16	8	6	9	11	9	13
Engineering/science	12	22	3	8	14	3	8	12	6
Carpentry/DIY/woodwork	12	18	6	6	9	3'	7	8	6
Arts and cultural subjects	11	10	12	5	5	5	8	8	7
Music, learn an instrument, singing	11	12	9	8	10	5	9	13	7
Physical sports	7	8	6	5	5	4	6	6	6
Secretarial/commercial subjects	7	2	12	5	2	7	5	2	8
Social studies	6	6	6	4	4	4	4	4	3
Professional/work-related subjects	5	7	4	5	8	4	4	4	4
Mathematics	4	5	3	2	2	2	3	3	2
Gardening/flower-arranging/horticulture	3	2	3	4	1	6	3	1	5
English†/reading/writing/calligraphy	2	2	3	*	1	*	1	*	1
Photography	2	4	*	1	2	*	2	4	-
Medical/nursing/first-aid	1	2	2	*not separately recorded*					
Computer studies	1	2	*	5	5	4	6	5	7
Other subjects	8	10	7	11	10	12	11	10	11
No subject specified				15	14	16	11	14	9

†Not included in this code in 1990

Age, sex and class variations

As noted earlier, the proportion of women overall expressing a desire to learn is slightly higher than that of men. In Inner London, the difference is much more marked. The modal age groups are the late 20s to the early 40s, and the proportions then drop as people get older.

In the country as a whole, interest in learning about new subject areas appears to relate more to previous level of education than to social class. Around 50% of the skilled working class, the middle class and the upper class all name new subjects which they would like to learn about. Only the unskilled working class shows a lower level of demand (43%).

Table 9.3: Proportion who would like to learn about something 'new', i.e. not previously studied - by age group and terminal age of education

	National	*Inner London*
All respondents	47	49
Age		
17-19	50	50
20-24	52	58
25-34	55	60
35-44	51	60
45-54	45	46
55-64	46	36
65 and over	35	31
Social class		
AB	48	56
C1	50	53
C2	49	40
DE	43	48
Terminal age of education		
Under 16	41	41
16/17	49	46
18 and over	54	64
Still in school, etc.	59	44

NB Percentages are horizontal

In Inner London, however, the figures differ appreciably across the classes, with the highest proportion of ABs at 56% and the lowest proportion of the skilled working class at 40%. The figures for Inner London's aspirations follow the same pattern as the figures for its participation, with the unskilled working class higher than the skilled working class. People who have left school at the earliest possible opportunity show the lowest desire for new learning, at around 40%, while among those who stayed on longer the figure increases to 54% nationally and 64% in Inner London.

In terms of age, what is perhaps surprising is that there is less variation across most of the 'new' subject areas not previously studied than might have been expected. With the exception of the clearly vocational groupings, which are of more interest to those in their late 20s to early 40s, there are far greater differences between the sexes than between age-groups. Foreign languages are of interest across the age range, as are sport/physical activities. Home skills (of both male and female habitual varieties!) are strongest in the middle years of home-making and parenting (35–44). The grouping that builds up steadily over the years and peaks towards retirement age is the arts, both visual and creative. Thirty per cent of 55–64-year-olds would like to learn about arts subjects, culture or music but have not been able to do so earlier in their lives (Table 9.4).

Table 9.4: Main groupings of 'new' subjects people would like to learn about - by age group

	Total	*17-19*	*20-24*	*25-34*	*35-44*	*45-54*	*55-64*	*65 & over*
Foreign languages	22	17	21	23	24	21	24	21
Arts, culture, music, photography	22	14	13	19	21	24	30	26
Home skills: cookery, handicrafts, DIY, etc.	19	10	16	19	23	22	21	19
Science, maths, engineering	10	14	12	12	11	7	9	7
Business/professional/ commercial subjects	10	7	12	17	14	8	2	4
Physical activities/sports	6	7	6	4	5	4	6	6
Computer studies	5	4	5	7	4	6	3	1
Social sciences	4	4	3	5	5	3	1	3

The middle and upper classes are more interested in arts and culture than the working-class groups. However, the ratio is only 2 to 1, and if arts and culture come second highest only after 'home skills' among unskilled manual workers, that is an exciting figure. Foreign languages shows a similar pattern, with a ratio of 2 to 1 between the upper class and the unskilled working class wanting to learn (new) languages (Table 9.5).

Table 9.5: Main groupings of 'new' subjects people would like to learn about - by social class

	Total	Social class				Terminal age of education		
		AB	C1	C2	DE	Under 16	16/17	18 + over
Foreign languages	22	32	27	19	15	18	22	28
Arts and culture, music, photography	22	32	23	16	17	22	17	28
Home skills: cookery, handicrafts, DIY, etc.	19	15	17	22	21	22	21	14
Science/engineering/ mechanics	10	6	9	12	12	11	11	9
Business/professional/ commercial subjects	10	9	9	11	10	8	11	11
Physical activities/sports	6	7	6	5	4	5	5	6
Computer studies	5	4	5	5	5	3	5	6
Social sciences	4	4	4	4	2	3	3	4

Latent demand for learning

It has never proved easy to uncover, let alone measure, latent demand for learning, particularly among those people who have had little or rather poor experience of it earlier in their lives. Predictive research about future demand is not easy in any area, let alone one where the nature of the experience sought is so personal, and imprecise. Few of the major advances in educational provision have been based on hard research evidence. The Planning Committee of the Open University commissioned the then National Institute of Adult Education to assess the potential interest of the adult population in such an institution, and the resultant answer of 0.9% choosing the response: 'I will certainly be one of the first students' produced an estimate ranging from 34,000 to 150,000. The first year applications of 44,000 did indeed fall within these limits, but this was not very useful for planning purposes.

Another important area is adult literacy and basic skills, an area where, as noted earlier, it is very difficult to assess needs, let alone demand. Hargreaves (1980), writing about the inception of the Adult Literacy Programme, commented that:

Hard evidence about the numbers and about standards was difficult to come by because illiteracy in a 'developed' society like the United Kingdom has been characterised by shame, embarrassment and concealment.

He went on to note that in about 40% of local education authorities there was, in the early 1970s, no provision, basically because there was no visible demand. Fortunately governments of both complexions have continued to recognise the need to fund adult basic education provision, and workers in the field have become more expert in finding ways through to people with such needs, often with the help of the broadcast media actively encouraging individuals to respond to offers of help.

Left to themselves, it is unlikely that adults with basic educational needs will respond to the style of individual questioning used in this study with requests for 'basic education'. Indeed, the questions were not asked in terms of level of study, and while eight individuals were recorded as wishing to learn reading, writing or spelling, others interested in numeracy will have been included in mathematics. It is far more likely that such people will note other areas of their interest which do not put a premium on literacy, or make their illiteracy evident. A recent survey commissioned by ALBSU (1990) was designed to focus on literacy skills and reported that more than 1 out of 4 young people say that they have difficulties with reading and over 1 in 3 find spelling a problem.

Current estimates of adult need in the area of literacy and numeracy suggest that 13% of Britain's adults have difficulties in basic skills, writing and basic numeracy (ALBSU, 1990). While there is general agreement that adults with basic educational needs are entitled to opportunities to remedy those deficiencies, there is not as yet any general agreement that all adults should have some continuing entitlement to education and training opportunities throughout their lives. This proposal, made firmly by ACACE in its report *Continuing education: from policies to practice* (1982b), was explored in the 1980 survey to see how the general adult population would respond.

The wording used was: 'It has been argued that every adult should be entitled to some education as an adult to further the 11 years they receive as a child. What do you personally feel about this idea?' Nearly 90% of people considered the idea a good or very good one – a surprisingly high figure, but of course not in response to a specific question related to themselves. The more specific question asking people 'how likely they would be to take up such an entitlement themselves', produced 50% of people saying they would be 'very likely to' or 'probably would take up' such an entitlement. The proportion saying 'very likely' was 22% both for men and women.

It is interesting that this figure was similar to the one for 'current' participation at that time, though there is no evidence of how closely the groups were correlated. What is clear is the relationship to age and social class, as Table 9.6 shows.

Table 9.6: Proportion saying that they would be 'very likely' to take up an entitlement to education as an adult

Age		*Social class*	
Under 25	33	AB	26
25-44	26	C1	29
45-64	16	C2	19
65 and over	11	DE	17

Source: ACACE, 1982a

Clearly, the level of interest in taking up an entitlement was higher among younger people, and higher in the lower-middle and upper classes. The sexes showed a different pattern in relation to social class, with more upper class women saying they were 'very likely' (31%), contrasting with men, where the highest group was the C1s (29%).

The main point was that there was a sizeable group who would be interested in taking up an entitlement, and since the same survey showed that lack of money was the main reason for being unable to follow courses in the past, given by between one-quarter to one-third of respondents, 'entitlement' is clearly a strategy to pursue seriously.

A learning entitlement

Over the past decade there has been continued but fitful discussion of such strategies as entitlements, paid educational leave, sabbaticals, etc. It is clear that it is possible to plan an entitlement policy which is not open-ended and can be allocated within agreed priorities. Indeed, there are already a number of schemes which are effectively forms of entitlement: mandatory grants and Employment Training, to name just two. It is unfortunate that the notion of entitlements became confused with vouchers a few years ago. Vouchers for compulsory schooling are a very different market concept from the idea of an optional entitlement covering an additional 'good', designed in part to encourage additional participation.

Inevitably, different groups will have different priorities for an entitlement scheme. Some years ago, the Labour Party supported the notion of a one-year entitlement for young people. More recently they have adopted the suggestion of an entitlement for people aged 50 or over. Meanwhile, stimulated by the CBI taskforce, the government is experimenting with training credits for the young, yet another form of entitlement, and looks as if it will be cutting back on Employment Training entitlements for adults. Sir Geoffrey Holland suggested to a conference on Open Learning in June 1990 that, in relation to the development of the new Training and Enterprise Councils, among their priorities would be the development of open learning, that open learning was particularly relevant for adults and that people concerned should be putting pressure on TECs to extend the notion of training credits to adults urgently. The young are already enormously advantaged in the existing system, which concentrates its resources selec-

tively on too small a proportion of the younger age groups. It is to be hoped that demographic trends, as well as the implications of international economic survival, cause a shift in priorities to adults soon. NIACE itself has reaffirmed its commitment to adult entitlement in its policy discussion papers *Learning throughout adult life* (1990) and *Towards a learning workforce* (1991).

A particularly encouraging move, offering a form of entitlement and coming from a large multi-national employer, is Ford's Employee Development and Assistance Programme (EDAP). Significantly, it is a joint initiative between Ford and their trade unions, a lesson that this country could have taken from North America over a decade ago. It provides for a company contribution of £40 per head for all 49,000 employees into a jointly-managed fund, from which any employee could then draw up to £200 per annum for education, training or health or lifestyle pursuits.

The National Joint Programme Committee for EDAP asked the Trade Union Research Unit at Ruskin College to identify the scale and nature of the programme (EDAP, 1989). Their study provides a valuable insight into the likely take-up of an entitlement scheme from a large group of employees, and the range of subjects that are of interest to such people. The report is not clear about the proportion of the workforce of 49,000 who responded, and clearly many who were not interested did not bother to respond. However, over 6,000 workers did respond, of whom the vast majority (93.6%) were interested in the educational opportunities offered. The report summarises their first choice of subjects into main groupings (see Table 9.7).

Table 9.7: Subject groups of first choices of study (%)

Technical/business, inc. computer studies	26
Foreign languages	26
Handicrafts	26
General academic, inc. maths, English	6
Arts, inc. visual arts	6
Social sciences	4
Sciences	2
Humanities	2
Social/voluntary work	1

Source: EDAP report (1989)

As usual, the groupings are not absolutely comparable with other studies, and of course the sample is a self-selected one of workers within a manufacturing company. However, the main blocks of interest – foreign languages, handicrafts, technical and business studies – emerge in the same way. The Ford group's answers focus more strongly on these three areas than the NIACE sample. The NIACE sample, which contains more women and more retired people, places more emphasis on arts and cultural subjects and physical activities (see Table 9.4).

It may also be that the very fact that the choices made by Ford employees are framed within an employer's and trade union's negotiated offer has caused some people to eliminate more general or leisure related-activities, even if sub-consciously.

It is interesting that the top four *individual* subjects chosen by Ford employees were computer skills (15%), German (11%), car maintenance (8%) and French (8%): all subjects particularly appropriate for an international car manufacturer facing 1992!

When the scheme was launched, it was expected that about 5% of the workers would take part. In the event the scheme is a remarkable success story, and the take-up by more than one-third (15,000) of the work-force has far exceeded the company's expectations.

Some other companies such as Rover and Lucas are now implementing similar schemes.

Summary

The main conclusion to be drawn from the ACACE survey, the present NIACE survey and from the Ford scheme, which experience elsewhere in the field of adult and continuing education confirms, is that there is a substantial degree of latent interest in studying among adults, and that this interest covers both vocational and non-vocational subjects of a wide variety. Removing the main barrier to access – finance – clearly unlocks immediately a wave of pent-up demand. Priority must be given to some form of financial entitlement, not just for programmes categorised as training, but for general education as well. As far as the learner is concerned, the distinction is usually not a meaningful one.

10

Non-participants: Identity and learning needs

The main focus of the NIACE survey has been a positive one, to try to discover what adults are learning, rather than to try to uncover their reasons for not wanting to learn or the barriers that have prevented them. Other writers have focused recently on non-participation, and Veronica McGivney's *Education's for other people* (McGivney, 1990) is a particularly valuable contribution both to an understanding of the current literature and to policies and processes. Her extensive literature search renders an immediate return to the subject redundant, and readers are commended to refer to it. It is worth noting, however, that to keep the project to manageable proportions, she did not include any private providers, employers or distance education schemes, but confined herself to the main statutory and some voluntary providers of organised educational activities for adults. This means that the literature review omits any reference to the significant body of research into the large student group of adults at the Open University, the National Extension College and other correspondence colleges, as well as much work-oriented learning. In particular, it means that two major situational barriers to access – those of time and place – may tend to be underestimated in comparison with dispositional and attitudinal barriers. There are clearly good reasons why thousands of adults each year prefer to apply to study for a degree through the Open University rather than through their local university or polytechnic. It is highly likely that the same inflexible barriers of time and place which prevent them studying locally for a degree also prevent many from participation in other forms of education as adults.

Age, sex and class variations

The general pattern of participation recorded over the last 20 years, including the Adequacy of Provision Study (NIAE, 1970) and the ACACE study (1982a) has, as McGivney notes, shown little change. Available provision has chiefly benefited the younger, better educated and higher income groups. In 1982, the ACACE report *Continuing education: from policies to practice* recorded that:

> *All the indicators show that those with the largest initial education, those who are in the higher social classes, the young men and those seeking vocational education are consistently better able to take advantage of the existing opportunities for continuing education. Those with the minimum initial education, manual workers and the elderly are consistently under-represented. The*

main opportunities for women lie in non-vocational education. There are also regional imbalances, probably because the most prosperous regions contain a larger proportion of the most educated (ACACE, 1982b).

Table 10.1: Sex, age and social class of current participants and non-participants compared

	National	Inner London	Studying now/in past 3 years and/or learning now		Not studying now/recently, nor learning now	
			National	Inner London	National	Inner London
Base - all respondents = 100%						
Sex						
Men	48	47	51	42	47	49
Women	52	53	49	58	53	51
Age						
17-19	6	8	10	10	5	7
20-24	13	14	19	20	9	11
25-34	18	21	22	26	16	18
35-44	17	16	20	18	16	15
45-54	14	12	13	10	14	14
55-64	13	9	8	7	15	11
65 & over	19	19	8	9	25	25
Social class						
AB	16	16	22	24	12	11
C1	23	30	28	35	21	27
C2	29	17	30	13	29	19
DE	32	37	21	27	38	42

All of these conclusions, with the exception of the assertion about prosperous regions, an issue considered in Chapter 8, are equally valid for 1990. As Table 10.1 shows, the proportion of non-participants who are over 54 is two-and-a-half times that of current participants. The proportion of the group of non-participants who are working-class is two-thirds compared with half of the group who are current/recent participants. The proportion of women among non-participants is higher in the country as a whole, though the opposite of the case appears in London, where there is a higher proportion of women participating, as was noted earlier. One-half of all non-participants left school before the age of 16, compared with under one-quarter of current

participants. Very few people (13%) who have continued with their education post-school are now represented in the non-participant category. More than one-half of non-participants who do not want to learn in the future (55%) left school before the age of 16 (Table 10.2). Does this mean that the main key to opening up opportunities for adult learning continues to lie in initial education, or are there some people for whom new circumstances and new motives stimulate new desires for learning?

Table 10.2: Terminal age of education of current participants and non-participants in study and learning

	TOTAL	*Studying/ learning now/in past 3 years*	*Studying/ learning now/in past 3 years and would like to learn*	*Not studying 'part-time' now, but learning now and would like to learn*	*Not studying now/recently, nor learning now and:*		
					All	*Would like to learn*	*Would not like to learn*
Base - all respondents = 100%							
Terminal age of education							
Under 16	41	24	23	28	51	46	55
16/17	36	42	42	38	32	34	30
18 and over	8	29	31	27	13	14	11
No information	2	2	1	1	2	2	2
Still at school, in full-time study	3	3	3	7	2	4	2

Desire to learn

It is worth looking separately at those non-participants who would like to learn about something in the future and those who would not, in order to see what demographic differences there are between these two groups. The group of non-participants who would like to learn contains a higher proportion of women (56% compared with 52%) and a higher proportion of younger people under 45 (51% compared with 41%). Nearly one-third of all non-participants who do not want to learn in the future are already 65 and over. Interestingly, the class differences in this sub-analysis are less striking, the major one being the somewhat higher proportion of lower-middle class (C1) who want to learn in the future (Table 10.3).

Table 10.3: Sex, age and social class of people who are not currently studying or learning: analysed by those who would like to learn in the future compared with those who would not

	All	*Inner London*	*All who would like to learn in future*		*All who would not like to learn in future*	
			All	*Inner London*	*All*	*Inner London*
Base - all who are not studying now/recently nor learning now = 100%						
Sex						
Men	47	49	44	46	48	52
Women	53	51	56	54	52	48
Age						
17-19	5	7	5	7	4	7
20-24	9	11	11	14	8	9
25-34	16	18	18	22	14	15
35-44	16	15	17	20	15	11
45-54	14	14	14	14	14	13
55-64	15	11	16	8	15	13
65 & over	25	25	19	15	30	32
Social class						
AB	12	11	12	15	13	9
C1	21	27	23	28	19	26
C2	29	19	29	16	29	22
DE	38	42	36	41	39	43

McGivney (1990) in her summary of existing research on patterns of motivation, says that it:

> *shows that motivations vary according to age and gender: younger adults learn mostly for employment-related reasons, while older adults and women learn more for personal satisfaction, self-development, leisure purposes and family or role transitions. The evidence also suggests that there is some correlation between socio-economic circumstances and learning choice, with disadvant-aged groups tending to be found on lower level, non-advanced courses.*

She identifies, as the ACACE (1982a) report did, a number of different sub-groups among the non-participant population, each with different educational experiences and attitudes to learning. While it is not possible to make direct comparisons, as the structures of analysis and constructs differ in some respects, there is a high degree of similarity in the findings and arguments; indeed, it would be surprising if there was not.

Reasons for non-participation

There remains the moral issue of whether educators should actively intervene to persuade non-participants to learn. Some would argue that provided people are aware of opportunities, and the opportunities are accessible, enough is being done, and adults should be allowed to make their own decisions, remaining less 'literate', less 'competent', less 'cultured' if they wish, and to spend their time on other things if that is what they prefer to do. The attitude equates with the sentiment 'you can take a horse to water but you cannot make it drink'.

An alternative set of explanations, which some researchers prefer not to accept, has to do with 'lack of time'. This is usually related to work or family pressures and is felt frequently (and maybe wrongly) by educators to be an excuse rather than the real reason. A third alternative has to do with alternative priorities for the use of leisure time. The survey data shed some light on these issues.

Table 10.4: Sex, age and social class of people who would like to learn in the future analysed by current participation

	All who would like to learn in the future, and are:					
	Studying and/or learning now/in past 3 years		*Not studying now, but learning now*		*Not studying now/recently nor learning now*	
	National	*Inner London*	*National*	*Inner London*	*National*	*Inner London*
Base - all respondents = 100%						
Sex						
Men	51	39	55	43	44	46
Women	49	61	45	57	56	54
Age						
17-19	9	11	4	8	5	7
20-24	18	21	18	19	11	14
25-34	25	29	26	30	18	22
35-44	21	19	22	23	17	20
45-54	12	8	11	9	14	14
55-64	8	5	9	7	16	8
65 & over	7	7	9	4	19	15
Social class						
AB	22	22	21	28	12	15
C1	27	38	28	34	23	28
C2	31	12	29	9	29	16
DE	20	28	22	28	36	41

Firstly, Table 10.4 compares the characteristics of all those who would like to learn about something they have previously not been able to, separated out according to whether they are currently studying or learning informally or are non-participants. Secondly, there are some differences in leisure interests between these categories which are worth noting (Table 10.5). Thirdly, it is then encouraging to consider the range of subjects the different categories would like to learn about.

Of the group of current non-participants who would like to learn, a higher proportion are women (56%) than among current participants (49%). While current participants who would like to learn tend to cluster in the middle years of 25 to 44, non-participants are spread more evenly over all the age-groups, except the youngest, presenting a pattern more similar to that of the population as a whole. Similarly with social class, the proportions of non-participants who would like to learn are the same for social classes C1 and C2 as they are for the country as a whole, the difference lying at the extremes, with 4% fewer ABs and 4% more DEs represented among non-participants. These demographic patterns of latent interest among non-participants are encouraging (Table 10.4).

Table 10.5: Main leisure interests of people who are not currently studying or learning analysed by those who would like to learn in the future compared with those who would not

	National	*Inner London*	*Would like to learn in the future*		*Would not like to learn in the future*	
			National	*Inner London*	*National*	*Inner London*
Base - all who are not studying now/recently nor learning now = 100%						
Main leisure interests						
Reading	48	52	52	56	46	49
Social activities	42	53	42	57	42	49
Physical activities/sports	35	36	38	42	33	31
Gardening	36	24	37	23	35	25
Handicrafts, inc. DIY, sewing, woodwork	31	24	35	27	29	22
Indoor games, inc. chess, bridge	10	9	12	11	9	8
Voluntary service	7	5	8	6	6	4
Committee work	5	3	6	4	5	2
Music as a performer	3	8	4	9	3	6
Collecting	4	4	5	4	4	4
Listening to music	3	5	3	5	3	5
Studying languages	1	2	1	2	1	2
Types of clubs	2	1	2	1	2	1
None	5	7	3	5	6	9

Table 10.6: Main leisure interests of people who would like to learn in the future

Base - all who are not studying now/recently nor learning now = 100%	National	Inner London	All who would like to learn in the future, and are:					
			Studying and/or learning now/in past 3 years		Not studying now, but learning now		Not studying now/recently nor learning now	
			National	Inner London	National	Inner London	National	Inner London
Reading	51	55	57	57	59	52	52	56
Social activities	46	54	55	56	49	52	42	57
Physical activities/sports	40	41	53	53	50	52	38	42
Gardening	34	24	30	21	32	24	37	23
Handicrafts, inc. DIY, sewing, woodwork	34	27	40	31	40	26	35	27
Indoor games, inc. chess, bridge	11	11	14	16	15	17	12	11
Voluntary service	9	6	13	10	12	11	8	6
Committee work	7	4	9	6	9	6	6	4
Music as a performer	5	8	8	8	10	10	4	9
Collecting	5	6	6	11	8	8	5	4
Listening to music	4	5	5	6	6	7	3	5
Studying languages	3	6	7	10	6	7	1	2
Types of clubs	2	2	2	4	3	2	2	1
None	3	5	1	2	1	-	3	5

In fact, as Tables 10.5 and 10.6 show, non-participants as a group record much the same pattern of leisure interests as the overall population, but a slightly lower level of activity. The only exception to this is gardening, which is slightly higher. Both categories of non-participants record a lower level of social activities. It is likely that these differences are due to the somewhat older age-range of non-participants. Those non-participants who would like to learn in the future record general levels of activity nearer to those of the overall population, though more of them note gardening and fewer note social activities. Patterns of leisure interest in Inner London are inevitably different from those in the country as a whole, with fewer mentions of gardening and handicrafts and more social activities.

There is no indication that a lack of preparedness to spend time on learning is due to an over-abundance of other interests. The story does seem to be that those who are already more active are interested in taking on more activities. Whilst age is obviously a potential explanation, it is not the only one, since reading, an increasing activity for older people, and handicrafts are the two to show the biggest difference

between those who wish to continue to learn and those who do not (52% compared with 46% for reading and 35% compared with 29% for handicrafts). Non-participants who did not wish to learn in the future do though maintain very comparable levels of interest in the more specialised leisure activities, such as indoor games, voluntary service or committee work (Table 10.5). Reading is, however, the dominant leisure activity and the one with the clearest correlation with existing and future interest in learning. It is interesting that it is the group of people engaged in informal learning who record the highest proportion saying that reading is a main leisure activity.

Table 10.7: Participation in current and future study/learning - by specified leisure interests

	Proportion saying main leisure interest			
	Reading	*Social activities*	*Physical activities*	*Handicrafts*
Not studying now but learning now and would like to learn	59	49	50	40
All studying and/or learning now/in past 3 years and would like to learn	57	55	53	40
Not studying now/recently or learning now but would like to learn	52	42	38	35
All respondents	51	46	40	34
All not studying now/recently nor learning now	48	42	35	31
Not studying now/recently, nor learning now/would not like to learn in future	46	42	33	29

NB Percentages are horizontal

There is remarkably little difference in the subjects that people would like to learn about but have not previously been able to between people who are currently studying or learning and non-participants (Table 10.8). The only subject which is mentioned less by both informal learners and by non-participants is foreign languages. Even so, foreign languages remains the highest ranked of all subjects.

The subjects which achieve slightly, but only slightly, higher mentions both among non-participants and informal learners are of two kinds. The first kind is that described by McGivney as lower level, non-advanced, and includes domestic arts, home skills, gardening, etc.: the kind frequently dismissed as just 'flower arranging'. The second kind are the more instrumental and vocational subjects, described as professional/work-related, including computer studies, science, engineering, etc., and clearly an important area. The first kind should not, however, be dismissed; not just because it provides a creative use of leisure and

Table 10.8: Subjects people would like to learn about but have not been able to

Base - all who would like to learn = 100%	All who would like to learn		All studying and/or learning now/in past 3 years		Not studying now, but learning now		Not studying now/ recently, nor learning now	
	National	Inner London	National	Inner London	National	Inner London	National	Inner London
Subjects								
Art/painting/sculpture/pottery	8	11	8	11	9	5	8	11
Arts subjects, e.g. literature, history, philosophy, etc.	5	8	6	8	5	7	4	8
Carpentry/DIY, woodwork	6	7	6	7	6	4	6	7
Domestic science/cooking/ dress-making/childcare	9	14	8	15	11	12	11	12
Foreign languages	22	22	26	20	23	23	19	24
Gardening/flower arranging/ horticulture	4	3	3	3	4	5	4	3
Mathematics	2	3	2	2	3	2	2	3
Music/learn an instrument/ singing	8	9	8	9	6	9	7	10
Physical sports/activities	5		5	5	6	6	4	6
Professional/work-related subjects	5	4	7	3	7	5	4	5
Science/engineering/ mechanics	8	8	8	7	10	7	8	10
Secretarial/commercial subjects	5	5	5	5	3	4	5	5
Social studies, e.g. economics/ politics/sociology	4	4	5	5	5	6	2	3
Computer studies	5	6	4	6	6	9	5	7
Photography	1	2	1	2	1	4	1	1
Dancing			1	2	1	2	1	1
Reading/writing/spelling	*	1	*	*	*	1	*	1
Other subjects	11	11	13	11	15	6	8	7
Don't know/subject not given	15	11	10	11	8	12	19	11

is in itself life-enhancing, but also because it is, as adult educators have shown, the entry point for many learners into a wide variety of other subject areas.

There are no subject areas which appear to be outside the interests of current non-participants. The breadth and variety of subjects demanded continues to present a challenge to providers. Clearly, potential learners do not distinguish in their own minds between work-related and non-work-related provision. They want to learn what they want to learn.

It will be a step backwards if the current need to measure and make money imposes artificial definitions of what is valuable, and if what should be provided within which particular structure becomes too specifically laid down from on-high, since adults' learning needs and interests are clearly broad-based and open-ended and are still a long way from being adequately satisfied.

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Appendix I

Access omnibus survey on leisure and learning

The sample design, fieldwork and analysis was carried out by the British Market Research Bureau (BMRB), who have provided the following description of the survey method.

The survey

ACCESS is a market research omnibus survey based on the BMRB continuous survey. An ACCESS questionnaire is incorporated into as many versions of the questionnaire used for the Continuous Consumer Survey, for as many check periods as are required in order to achieve an adult or housewife sample of the desired size. In this case it was for four weeks.

A national sample of 4,608 adults aged 17 and over living in England, Wales and Scotland was interviewed. The sampling was designed to be representative of all adults in Great Britain. An additional sample of adults living in Inner London was interviewed bringing the number interviewed in Inner London up to 865 adults.

Interviewing took place between 1 and 28 February 1990 using fully trained and supervised BMRB interviewers. All interviews were conducted in the home.

Sampling method

The sampling technique used in this survey is known as GRID sampling. The universe is all 120,000 enumeration districts in Great Britain (with an average population of some 150 households). Each enumeration district is stratified by:

(i) Standard region
(ii) Within standard region by ITV area
(iii) Within stratum (i) and (ii) by ACORN type

For each ACCESS survey the required number of sampling points is selected with probability proportional to population. On average, for a survey of 1000 adults, some 80–90 enumeration districts are selected.

Within each sampling point, quota controls are set in terms of the following groups:

Housewives: working status
Housewives: presence of children
Other women
Men 17–64
Men 65+

Housewives may be interviewed at any time of the day. Men normally will be interviewed during the evening, but up to three men may be interviewed during the day provided they are under 20, over 65, or employed full-time.

After completing an interview the interviewer misses three houses/flats before attempting the next interview.

GRID sampling differs from conventional quota sampling in that the choice of location is taken from the hands of the interviewer. The use of ACORN strata means that all types of environment are fully represented. Thus social class quotas are unnecessary and quotas can concentrate on correcting for differences in availability of subgroups of the population, hence the concentration of quotas on working status, presence of children, and the restrictions on when men can be interviewed. Thus GRID sampling tackles the two major potential biases of conventional quota sampling, namely locational and availability bias, without incurring the cost penalties of strict probability sampling.

Weighting

Any imbalances in the survey due to sampling fluctuations are corrected by rim weighting techniques. The computer is instructed to apply weighting only on cells which deviate by greater than one standard error from known population parameters. Weighting may be conducted on variables such as sex, age, class, standard region, presence of children and working status, but in practice the degree of weighting and the range of weights used is small and thus has little effect on the effective size sample.

Appendix II

Notes on the tabulations

Figures in the tables are from the 1990 NIACE survey unless otherwise indicated.

Tables are percentaged vertically unless otherwise specified.

Tables derived from both the ACACE and the NIACE survey do not indicate the number of respondents on which the percentages are based. All tables are based on weighted totals. Researchers who wish to pursue any particular topic can obtain the necessary basic figures from the set of full analyses at NIACE.

In tables, * indicates less than 0.5 per cent but greater than zero, and - indicates zero.

When findings based on the responses of fewer than 50 respondents are reported in the text, reference is made to the small base size. Any percentages based on fewer than 50 respondents (unweighted) are bracketed.

Percentages equal or greater than 0.5 have been rounded up in all tables (e.g. 0.5 per cent = one per cent, 36.5 per cent = 37 per cent).

Owing to the effects of rounding weighted data, the weighted bases shown in the tables may not always add to the expected base.

In a number of questions, respondents were invited to give more than one answer: and so percentages may well add to more than 100%.

Some sub-questions are filtered, that is, they are only asked of a proportion of respondents. Where questions are filtered, we have indicated the base of the relevant group at the beginning of that table and derived percentages from that base.

Appendix III (a)

A guide to socio-economic class

Grade 'A' households: the upper middle class

Informants from Grade 'A' households constitute about 3% of the total. The head of the household is a successful business or professional man, senior civil servant, or has considerable private means. A young man in some of these occupations who has not fully established himself may still be found in Grade 'B', though he eventually should reach Grade 'A'.

In country or suburban areas, 'A' grade households usually live in large detached houses or in expensive flats. In towns, they may live in expensive flats or town houses in the better parts of town.

Grade 'B' Households: the middle class

Grade 'B' informants account for about 10% of the total. In general, the heads of 'B' Grade households will be quite senior people but not at the very top of their profession or business. They are quite well-off, but their style of life is generally respectable rather than rich or luxurious. Non-earners will be living on private pensions or on fairly modest private means.

Grade 'C1' Households: lower middle class

Grade 'C1' constitutes about 24% of total informants. In general it is made up of the families of small tradespeople and non-manual workers who carry out less important administrative, supervisory and clerical jobs, i.e. what are sometimes called 'white-collar' workers.

Grade 'C2' Households: the skilled working class

Grade 'C2' consists in the main of skilled manual workers and their families. It constitutes about 30% of informants. When in doubt as to whether the head of the household is skilled or unskilled, check whether he has served an apprenticeship; this may be a guide, though not all skilled workers have served an apprenticeship.

Grade 'D' Households: the semi-skilled and unskilled working class

Grade 'D' consists entirely of manual workers, generally semi-skilled or unskilled. This grade accounts for 25% of families. It also includes non-earners: retired people who before retirement would have been in 'D' Grade and have pensions other than State Pensions, or have other private means.

Grade 'E' Households: those at lowest levels of subsistence

Grade 'E' consists of old age pensioners, widows, and their families, casual workers and those who, through sickness or unemployment, are dependent on social security schemes. They constitute about 8% of all informants.

Appendix III (b)

Regions

Greater London: outer and inner London Boroughs

South-East: Bedfordshire, Berkshire, Buckinghamshire, East Sussex, Hampshire, Hertfordshire, Kent, Surrey, West Sussex.

South-West: Avon, Cornwall, Devon, Dorset, Gloucestershire, Somerset, Wiltshire.

East Anglia: Cambridgeshire, Norfolk, Suffolk.

East Midlands: Derbyshire, Leicestershire, Lincolnshire, Northamptonshire, Nottinghamshire.

West Midlands: Hereford and Worcester, Shropshire, Staffordshire, Warwickshire, West Midlands.

Wales: All Counties.

North-West: Cheshire, Greater Manchester, Lancashire, Merseyside.

Yorkshire/Humberside: Humberside, North Yorkshire, South Yorkshire, West Yorkshire.

The North: Cleveland, Cumbria, Durham, Northumberland, Tyne and Wear.

Scotland: All Counties.

Appendix III (c)

ACORN Profile of Great Britain

ACORN Groups		1985 Population	%
A	Agricultural Areas	1837585	3.4
B	Modern Family Housing, Higher Incomes	9056851	16.8
C	Older Housing of Intermediate Status	9519639	17.7
D	Older Terraced Housing	2309097	4.3
E	Council Estates – Category I	7015875	13.0
F	Council Estates – Category II	4892746	9.1
G	Council Estates – Category III	3935124	7.3
H	Mixed Inner Metropolitan Areas	2088892	3.9
I	High Status Non-Family Areas	2265371	4.2
J	Affluent Suburban Housing	8531179	15.9
K	Better-off Retirement Areas	2048658	3.8

Appendix IV

Leisure and learning: the questionnaire

LL .1

LEISURE AND LEARNING

CARD 23 | (9) 2 | (10) 3

SKIP TO

SHOW LIST A

1. Apart from television and radio what are your main leisure time activities and interests?

(11.)

Collecting (eg. stamps/matchboxes/coins)	1	
Committee work	2	
Gardening	3	
Handicrafts/woodwork/sewing/ do-it-yourself	4	
Indoor games, including chess, bridge	5	
Music as a performer	6	
Physical sports, including fishing, walking	7	Q.2
Reading	8	
Social activities (pub, family, friends, disco, eating out)	9	
	(12.)	
Studying languages	1	
Voluntary service	2	
Other (CODE & WRITE IN)	3	
None	4	
Don't know	5	

SHOW LIST B

2. How often do you do any of the following?

READ OUT		At least once a week	Once a week to once a month	Less often/ never	Don't know	
Visit public library	(13.)	1	2	3	4	
Go to cinema	(14.)	1	2	3	4	
Go to theatre	(15.)	1	2	3	4	Q.3
Go to concert	(16.)	1	2	3	4	
Go to place of worship	(17.)	1	2	3	4	
Go to a sports event	(18.)	1	2	3	4	

3. Are you studying currently, or, have you done any kind of study, learning or practising part-time or full-time at work or elsewhere since you completed your full-time education?

(19.)

Studying now	1	Q.4
Have studied within the past 3 years	2	Q.4
Not studied since completed full-time education	3	Q.5
Don't know	4	

IF 'Studying now' OR 'Have studied within the past 3 years' ASK Q.4; OTHERS SKIP TO Q.5

4. What are you studying/have you studied most recently (AS APPROPRIATE)? WRITE IN

(20.)

(21.) Q.5

ASK ALL

5. Are you trying to learn about anything (else) at the moment, or trying to teach yourself anything, at work, home, with friends or in a club-for example, cooking, how to use a computer, photography etc.? (WRITE IN - IF 'None' CODE) (22.) — SKIP TO Q.6

(23.)

None/Don't know — A

IF 'Studying now' AT Q.3 OR ANY SUBJECT MENTIONED AT Q.5 ASK Q.6; OTHERS SKIP TO Q.8

6. How many hours a week do you spend on learning/studying? (WRITE IN) — Q.7

(24.)	(25.)	(26.)

Don't know — A

7. Thinking about....(SUBJECT CURRENTLY LEARNING AT Q.4 OR Q.5) About how long have you been learning/studying this? (27) — Q.8

Less than 3 months	1
3 - 6 months	2
7 - 12 months	3
1 - 2 years	4
Over 2 years	5
Don't know/Can't remember	6

IF 'Studying now' OR 'Have studied in past 3 years' AT Q.3 OR ANY SUBJECT MENTIONED AT Q.5 ASK Q.8; OTHERS SKIP TO Q.9

8. Thinking about .... (SUBJECT CURRENTLY BEING STUDIED/STUDIED MOST RECENTLY) Where are/were you learning this? (28) — Q.9

At work	1
At home - from a book	2
- from a prepared course	3
- from television	4
At a college/university/adult education centre	5
At a training centre	6
From friends/family	7
With an informal group (eg. women's group/church	8
Other (CODE & WRITE IN)	9
Don't know	0

ASK ALL

9. Do you know who arranges classes for adults in this area? (29) — SKIP TO

Art college	1
Community centre	2
Evening institute/adult education centre	3
Further education college/technical college	4
Local school	5
Open university	6
Polytechnic/university	7
Professional body/institute	8
Sports centre/leisure centre	9 — Q.10
Trade Union	0
Women's Institute/Townswomen's Guild	X
Worker's Education Association	V
Other (CODE & WRITE IN) (30)	1
Don't know	A

10. Have you yourself ever attended classes at this college/centre? (31)

Yes	1
No	2 — Q.11
Don't know	3

11. Is there anything you would like to learn about, but have not been able to? (32) — Q.12

Art/painting/sculpture/pottery	1
Arts subjects (eg. literature, history, philosophy)	2
Carpentry/woodwork/do-it-yourself	3
Domestic science/cooking/dressmaking child-care etc.	4
Foreign languages	5
Gardening/flower arranging/horticulture	6
Mathematics	7
Music/learn an instrument/singing	8
Physical sports	9
Professional subjects/work-related subjects	0
Science/engineering/mechanics	X
Secretarial/commercial/subjects	V
Social studies (eg. economics, politics, sociology) (33)	1
Other (CODE & WRITE IN)	2
None/Nothing	3
Don't know	4

12. Where do you work? IF 'London' PROBE: Can I just check - is that Inner London or Greater London? (IF 'Work at home' CODE APPROPRIATE AREA)

	(34)	SKIP TO
Inner London	1	
Greater London	2	
London (unspecified)	3	Q.13
Other	4	
Not working	5	
Don't know	6	

SHOW LIST C

13. People of different cultural backgrounds are likely to have different needs in relation to studying and learning. With this in mind, can you tell me which of these best describes you?

	(35)	SKIP TO
White	1	
Black - Caribbean	2	
Black - African	3	
Black - Other (CODE & WRITE IN)	4	
_____	(36)	
Arab	1	
Bangladeshi	2	
Chinese	3	
Cypriot	4	
Indian	5	
Pakistani	6	Q.14
Other (CODE & WRITE IN)	7	
_____		
Refused	8	
Don't know	9	
	(37)	

14. And what language do you speak at home?

	(38)	SKIP TO
English	1	
Greek	2	
Spanish	3	
Turkish	4	
Other European language (CODE & WRITE IN)	5	
_____	(39)	
Arabic	1	Q.15
Bengali	2	
Chinese	3	
Gujarati	4	
Hindi	5	
Urdu	6	
Other non-European language (CODE & WRITE IN)	7	
_____		
Refused	8	
Don't know	9	

15. Similarly, people who are ill or disabled may have different educational needs. Do you personally have any permanent illness or disability which affects your ability to study or attend a college independently? IF 'Yes': Would you tell me what that is? (DO NOT PROBE IF RESPONDENT IS UNWILLING)

	(40)	SKIP TO
Yes (WRITE IN ILLNESS/ DISABILITY)	1	
_____		
_____		
	(41)	
No	1	
Refused	2	
Don't know	3	

LIST A

Question 1.

Handicrafts/woodwork/sewing/do-it-yourself

Physical sports, including fishing, walking, indoor games, including chess, bridge

Reading

Studying languages

Music as a performer

Collecting (e.g stamps/match boxes/coins)

Gardening

Social activities (pub, family, friends, disco, eating out)

Voluntary service

Committee work

Other (PLEASE TELL INTERVIEWER)

LIST B

Question 2

At least once a week

Once a week to once a month

Less often/never

LIST C

Question 13

Arab

Bangladeshi

Chinese

Cypriot

Indian

Pakistani

Other (PLEASE TELL INTERVIEWER)

White

Black – Caribbean

Black - African

Black - other (PLEASE TELL INTERVIEWER)

Appendix V

Analysis of sample

Sex, age, social grade, terminal age of education								
Base: all adults 17 and over	*National*				*Inner London*			
	Unweighted		*Weighted*		*Unweighted*		*Weighted*	
Total	4608	100%	4608	100%	865	100%	865	100%
Sex								
Men	2136	46%	2221	48%	406	47%	402	46%
Women	2472	54%	2387	52%	459	53%	463	54%
Age								
17-19	208	5%	295	6%	64	7%	71	8%
20-24	443	10%	593	13%	105	12%	125	14%
25-34	971	21%	829	18%	185	21%	183	21%
35-44	885	19%	783	17%	162	19%	138	16%
45-54	632	14%	627	14%	101	12%	106	12%
55-64	675	15%	594	13%	112	13%	80	9%
65+	794	17%	885	19%	136	16%	163	19%
Social grade								
AB	670	15%	719	16%	151	17%	138	16%
C1	1282	28%	1087	24%	255	29%	260	30%
C2	1249	27%	1342	29%	201	23%	150	17%
DE	1407	31%	1459	32%	258	30%	317	37%
Terminal age of education								
Under 16	1839	40%	1904	41%	207	24%	206	24%
16/17	1493	32%	1639	36%	159	18%	152	18%
18+	867	19%	853	19%	181	21%	178	21%
Still studying	124	3%	120	3%	53	6%	56	7%

Appendix V (continued)

Analysis of sample: Region				
Base: all adults 17 and over	*Unweighted base*		*Weighted base*	
Total	4608	100%	4608	100%
Standard region				
London	1133	25%	563	12%
South-East	707	15%	880	19%
South-West	314	7%	382	8%
Anglia	132	3%	166	4%
East Midlands	292	6%	327	7%
West Midlands	341	7%	433	9%
Wales	208	5%	236	5%
North-West	486	11%	530	11%
Yorkshire/ Humberside	366	8%	410	9%
North	232	5%	258	6%
Scotland	397	9%	424	9%
London				
Inner	865	19%	209	5%
Outer	268	6%	354	8%